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ABSTRACT

The AAMD-Becker Reading-Free Vocational Interest Inventory is a non-reading vocational preference test for use with mentally retarded persons, particularly the educable mentally retarded at the high school level. Illustrations having occupational significance are presented in forced-choice format for selections. The instrument helps to identify areas in which individuals have vocational interests, thus aiding counselors in the vocational planning, training, or job placement of individuals. Scores are provided in eleven male and eight female interest areas. Male interests are automotive, building trades, clerical, animal care, food service, and patient care. Female interest areas are laundry service, light industrial, clerical, personal service, food service, and Patient care. Scores in each male and female interest area are derived from pictorial items presented in 55 male triads and 40 female triads in separate inventory booklets. The Inventory is available as a consumable booklet for hand scoring and includes an Individual Profile Sheet to interpret results. It can be administered within a 45-minute class period. The manual provides information on administering, scoring and interpreting the test, as well as the development of norms, intercorrelations of the scales, reliability, and validity. (RC)

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AAMD-Becker

Reading-Free Vocational Interest Inventory

MANUAL

by
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R. L. B.

CHARACTERISTICS OF THE INVENTORY

The *AAMD-Becker Reading-Free Vocational Interest Inventory (R-FVII)* is a non-reading vocational preference test for use with mentally retarded persons, particularly the educable mentally retarded at the high school level. The non-reading feature of the *Inventory* requires no verbal symbols or written statements to be interpreted by examinees. Instead, illustrations or drawings having occupational significance are presented in forced-choice format for selections. Presenting pictured activities of individuals engaged in clearly illustrated job tasks circumvents the reading comprehension barrier for those individuals with limited verbal or reading ability.

The *Inventory* was devised to provide systematic information on the interest patterns of mentally retarded males and females engaged in occupations at the unskilled and semiskilled levels. The instrument thus helps to identify areas in which individuals have vocational interests. Identifying areas and patterns of interest aids counselors in the vocational planning, training, or job placement of individuals. The instrument provides scores in eleven male and eight female interest areas. The male and female areas are listed as:

Male Interest Areas

1. Automotive
2. Building Trades
3. Clerical
4. Animal Care
5. Food Service
6. Patient Care

Female Interest Areas

1. Laundry Service
2. Light Industrial
3. Clerical
4. Personal Service
5. Food Service
6. Patient Care

7. Horticulture
8. Janitorial
9. Personal Service
10. Laundry Service
11. Materials Handling

7. Horticulture
8. Housekeeping

Scores in each of the male and female interest areas are derived from pictorial items presented in 55 male triads and 40 female triads in separate inventory booklets. In each triad the examinee is instructed to select the one activity he or she would like most to do, leaving the remaining two items unscored. Through the use of this forced-choice approach, individuals are, in effect, ranking each of three items in every triad and selecting one item per triad as the activity liked best.

All items included in the *Inventory* represent the kind and type of job tasks in which mentally retarded persons are proficient and productive. A total of 165 male illustrations and 120 female illustrations arranged in threes, triads, comprise the individual male and female test booklets. All pictorial items used in preparing the scoring keys were developed empirically through a series of item analysis studies conducted on educable mentally retarded persons.

The *Inventory* is available as a consumable booklet for hand scoring and includes an Individual Profile Sheet as an aid in the interpretation of inventory results. The amount of training required of the examiner to properly administer, interpret, and use the results of the *Inventory* is considered to be Level B, as defined by the American Psychological Association on Test Standards. The *Inventory* may be administered and scored by a trained clerical assistant, but decisions regarding vocational planning, training, and placement should be made by educators such as vocational counselors, work-study teachers or coordinators, and psychologists who have knowledge of measurement statistics and guidance practices.

The *Inventory* is easily administered within a 45-minute class period including distribution of test materials, reading of instructions, selections by examinees, and collection of test materials. The average male examinee will complete the *Inventory* in twenty minutes or less. The average female will require less time to complete the *Inventory* as fewer triads appear in that edition.

THE AREAS OF INTERESTS

The responses to 55 male and 40 female triads have been keyed to yield scores in eleven male and eight female occupational categories. Each occupational category or area scale is composed of job activities that have been classified in that scale. These scales were derived by identifying clusters or groups of job activities (items) that were related and correlated positively with each other.

A brief description of each of the eleven male and eight female interest areas is listed, including suggested jobs or occupations within each of the areas. Counselors, teachers, and other vocational personnel will recognize that many more job possibilities exist than those listed under each occupational area. Vocational personnel are referred to the *Dictionary of Occupational Titles (DOT)* for additional job titles in examinees' preferred areas of interests.

INTEREST AREAS

Automotive interest means preference for occupations concerned with parking, cleaning, polishing, lubricating, and refueling trucks, buses, and automobiles, and related servicing and maintenance activities of vehicles.

Service-station attendant, parking lot attendant, garage serviceman, car-wash worker, automobile body repairman helper, and tire recapper are among those activities high in automotive interest.

Building Trades and Light Industrial interest means preference for mechanical activities concerned with assembly, repair, construction, and installation work using hand tools, machinery, and light or heavy equipment.

Toy assembler, construction worker, carpet layer helper, sewing machine operator, painter helper, lamp assembler, awning installer helper, jack-hammer operator, carpenter helper, furniture upholsterer, electrician helper, and factory worker are among the many occupations involving high mechanical interest.

Clerical interest is an interest in general office work concerned with running errands, sorting and delivering letters, packages, and messages; furnishing workers with clerical supplies, and performing routine tasks in an office, library, or printing firm.

File clerk, messenger, duplicating machine operator, office boy, office girl, print shop helper, library assistant, and mail-room clerk are some of the jobs involving high clerical interest.

Animal Care interest indicates a preference for activities concerned with feeding, watering, sheltering, exercising, and grooming animals, and cleaning quarters and equipment.

Veterinary hospital attendant, stableman, pet shop attendant, dairy hand, dog groomer, animal caretaker, and ranch hand are occupations high in animal care interests.

Food Service interest means preference for occupations involving the preparation and serving of food, and clean-up tasks in kitchens and dining areas in restaurants, hotels, motels, and clubs.

Waiter, waitress, bus boy, salad girl, baker, car hop, dishwasher, counterman, short order cook, soda fountain clerk, food tray assembler, and kitchen helper are some of the jobs high in food service interest.

Patient Care interest is a preference for occupations concerned with attending to the physical comfort, safety, and appearance of patients, and performing routine tasks in hospitals, clinics, morgues, or related health facilities.

Orderly, nurses aide, morgue attendant, physical therapy aide, ambulance attendant, and practical nurse are jobs involving high patient care interests.

Horticulture interest indicates a preference for activities concerned with planting, tilling, cultivating, gathering and harvesting plant life or plant-life products, and caring for such areas as gardens, grounds, parks, and cemeteries.

Farm hand, fruit picker, nursery worker, gardener, cemetery worker, garden center assistant, florist helper, tree trimmer, farm equipment operator, landscape helper, and park caretaker are among many occupations high in horticulture interest.

Janitorial and Housekeeping interest means preference for occupations concerned with cleaning and upkeep of building interiors, furniture, and equipment in hotels, motels, stores, and other facilities, and cleaning tasks in and around private households.

Janitor, maid, porter, housekeeper, waste collector, rug cleaner helper, domestic worker, yard man, pest control helper, and window cleaner are jobs involving high janitorial and housekeeping interest.

Personal Service interest indicates a preference for activities that involve helping, assisting, and serving people in a broad range of services.

Baby sitter, barber, beauty operator, steward, bath attendant, recreation worker aide, checkroom girl, shampoo girl, bellboy, ticket taker, usher, hostess, child day-care aide, chauffeur, restroom attendant, companion, doorman, and baggage porter are among many occupations high in personal service interest.

Laundry Service interest is a preference for occupations that involve laundering, dry cleaning, pressing, ironing, dyeing, and repairing of clothing, furnishings, and accessories in commercial laundries, dry cleaners, launderettes, or private households.

Laundry woman, laundry laborer, machine washer, dry cleaner, shirt presser, hat blocker, flat work ironer, dyer helper, and launderette attendant are jobs involving high laundry interest.

Materials Handling interest is an interest in occupations concerned with warehousing, loading or unloading, storing, stacking, and hauling or delivering of merchandise.

Deliveryman, truck driver helper, newspaper carrier, longshoreman, stock boy, furniture mover, warehouse worker, and shipping clerk are among those high in materials handling jobs.

COMPOSITION OF MALE TRIADS

1a. Servicing a car with gas
1b. Delivering mail
1c. Constructing a wall

2d. Walking a horse
2e. Waiting on tables
2f. Assisting a patient to walk

3g. Felling a tree
3h. Mopping floors
3i. Working as a car attendant

4j. Pressing garments
4k. Unloading furniture
4l. Servicing a car with oil

5m. Repairing plumbing
5n. Filing papers
5o. Feeding chickens

6p. Serving food
6r. Pushing a wheelchair
6s. Trimming hedges

7t. Emptying a waste basket
7u. Working as a barber shop porter
7v. Tying laundered shirts

8w. Stocking potato bins
8x. Lubricating a car
8y. Making a bookcase

9a. Placing postage on envelopes
9b. Filling a water trough
9c. Busing dishes

10d. Carrying a patient's meal tray
10e. Milking a cow
10f. Cleaning lavoratory bowls

11g. Taking tickets
11h. Loading laundry into dryers
11i. Stacking cartons

12j. Waxing a car
12k. Sealing envelopes
12l. Loading cattle

13m. Serving food
13n. Planting shrubbery
13o. Buffing floors

14p. Working as a bellhop
14r. Wrapping packages
14s. Installing a car battery

15t. Repairing chairs
15u. Cleaning a hog house
15v. Setting tables

16w. Working as an orderly
16x. Replacing light bulbs
16y. Ushering patrons to seats

17a. Loading laundry into washers
17b. Changing a tire
17c. Working as a doorman

18d. Washing dishes
18e. Shaving a patient
18f. Cutting grass

19g. Washing a ceiling
19h. Pressing shirts
19i. Delivering a package

20j. Operating a drill press
20k Presenting a patient with flowers
20l. Loading shirts into dryers

21m. Mimeographing
21n. Forking hay
21o. Packaging groceries

22p. Stapling letters
22r. Preparing a salad
22s. Painting a room

23t. Shearing sheep
23u. Bagging dry cleaned garments
23v. Stocking grocery shelves

24w. Giving a massage
24x. Stacking tires
24y. Carting soiled laundry

25a. Working as a food counterman
25b. Emptying trash
25c. Driving a taxi cab

26d. Sweeping floors
26e. Collating papers
26f. Dressing a patient

27g. Using a jack-hammer
27h. Cutting grass
27i. Unloading a truck

28j. Shelving linens
28k. Vacuuming a rug
28l. Cutting paper

29m. Arranging patient's bed covers
29n. Seating patrons
29o. Operating a fork-lift

30p. Servicing a car with water
30r. Polishing a desk
30s. Feeding horses

31t. Picking apples
31u. Wheeling a patient
31v. Gathering library books

32w. Delivering office supplies
32x. Laying sod
32y. Washing dishes

33a. Carrying a bed pan
33b. Repairing electrical wiring
33c. Picking up paper refuse

34d. Installing a tire
34e. Planting potted plants
34f. Working as a restroom attendant

35g. Scouring a salad table
35h. Pressing slacks
35i. Operating a road roller

36j. Harvesting grain
36k. Bathing a patient
36l. Trucking cartons

37m. Clearing soiled dishes
37n. Spraying bushes
37o. Removing spots from clothing

38p. Trucking bottles
38r. Sweeping floors
38s. Assisting a veterinarian

39t. Working as a food counterman
39u. Folding laundered towels
39v. Helping a patient on crutches

40w. Parking cars
40x. Pruning trees
40y. Operating an elevator

41a. Directing a crane
41b. Grooming a horse
41c. Loading newspapers

42d. Giving an alcohol rub
42e. Washing a car
42f. Carrying luggage

43g. Stuffing envelopes
43h. Brooming a garage
43i. Picking apples

44j. Inflating a tire
44k. Washing horse stalls
44l. Loading laundry into washers

45m. Working as a chauffeur
45n. Busing soiled dinnerware
45o. Delivering office paperwork

46p. Filing a metal bar
46r. Working as a checkroom attendant
46s. Working with a veterinarian

47t. Repairing a car fender
47u. Washing windows
47v. Making hospital beds

48w. Painting a wall
48x. Raking leaves
48y. Sorting laundry

49a. Cleaning a lunchroom counter
49b. Feeding hogs
49c. Mopping floors

50d. Plastering a wall
50e. Working on a tow truck
50f. Delivering a carton

51g. Operating an engine hoist
51h. Ploughing a field
51i. Folding ironed sheets

52j. Filing papers
52k. Feeding a patient
52l. Delivering a package

53m. Grooming a dog
53n. Working as a cook
53o. Shelving books

54p. Loading containers on a conveyor
54r. Working as a doorman
54s. Working as a flagman

55t. Feeding laboratory rabbits
55u. Distributing office mail
55v. Constructing a brick wall

COMPOSITION OF FEMALE TRIADS

1a. Ironing shirts
1b. Assembling chairs
1c. Collating papers

2d. Taking tickets
2e. Preparing a salad
2f. Pushing a wheelchair

3g. Planting potted plants
3h. Mopping floors
3i. Folding ironed sheets

4j. Operating a sewing machine
4k. Ushering patrons to seats
4l. Delivering mail

5m. Working as a cook
5n. Raking leaves
5o. Bathing a patient

6p. Cleaning venetian blinds
6r. Pressing slacks
6s. Packaging drinking glasses

7t. Stapling letters
7u. Giving a shampoo
7v. Washing dishes

8w. Hanging drapes
8x. Carrying patient's meal tray
8y. Working in a greenhouse

9a. Loading laundry into washers
9b. Filing papers
9c. Working at a lunch counter

10d. Assembling radios
10e. Watering potted plants
10f. Assisting a patient to walk

11g. Mimeographing
11h. Waiting on tables
11i. Operating an elevator

12j. Taking tickets
12k. Dressing a patient
12l. Vacuuming a carpet

13m. Sweeping floors
13n. Serving food
13o. Assembling table lamps

14p. Working as a checkroom attendant
14r. Planting shrubbery
14s. Removing spots from clothing

15t. Working as a car hop
15u. Loading laundry into dryers
15v. Vacuuming a carpet

16w. Making hospital beds
16x. Cultivating a flower bed
16y. Delivering mail

17a. Picking tomatoes
17b. Working as a nurses aide
17c. Showing patrons to seats

18d. Sweeping steps
18e. Distributing office mail
18f. Upholstering rocking chairs

19g. Arranging patient's bed covers
19h. Painting toy ducks
19i. Stuffing envelopes

20j. Waxing floors
20k. Tying laundered shirts
20l. Working as a hostess

21m. Picking apples
21n. Working as a restroom attendant
21o. Washing dishes

22p. Working as a restroom attendant
22r. Painting children's chairs
22s. Loading shirts into dryers

23t. Giving an alcohol rub
23u. Making a bouquet
23v. Shelving books

24w. Polishing furniture
24x. Sharpening pencils
24y. Working as a locker-room attendant

25a. Emptying a waste basket
25b. Assembling toy wagons
25c. Hanging wash

26d. Hand-ironing shirts
26e. Spraying bushes
26f. Working in a beauty shop

27g. Presenting a patient with flowers
27h. Operating a sewing machine
27i. Serving food

28j. Clearing soiled dishes
28k. Giving a massage
28l. Sealing envelopes

29m. Packaging hand irons
29n. Emptying trash
29o. Feeding a patient

30p. Washing windows
30r. Working in a laundry
30s. Planting flower bulbs

31t. Cleaning lavatory fixtures
31u. Busing dishes
31v. Delivering office supplies

32w. Folding laundered towels
32x. Shaving a patient
32y. Assembling dolls

33a. Serving coffee
33b. Sorting laundry
33c. Mopping floors

34d. Helping a patient on crutches
34e. Picking apples
34f. Crocheting

35g. Styling hair
35h. Upholstering a chair
35i. Cleaning a lunchroom counter

36j. Watering nursery plants
36k. Delivering office paperwork
36l. Shelving linens

37m. Serving at a food counter
37n. Placing postage on envelopes
37o. Working as a maid

38p. Pruning young trees
38r. Stenciling crates
38s. Wheeling a patient

39t. Carting soiled laundry
39u. Carrying a bed pan
39v. Planting bulbs

40w. Gathering library books
40x. Working as a checkroom attendant
40y. Scouring a salad table

DIRECTIONS FOR ADMINISTERING THE INVENTORY

The *R-FVII* is self administering and has no time limit. It can be used with individuals or groups. Males are provided with Form Ⓜ, and females with Form Ⓕ.

When administered individually, the examiner reads aloud the identifying data and assists the examinee in completing this section. When the necessary identification data is filled in, the examiner continues reading aloud starting with the section on HOW TO USE THIS BOOKLET. When these instructions are completed, the examiner asks, "Do you understand what to do?" After answering the questions, open the booklet to triad 1, and say: "Here are three pictures. Find which job you like the best and put a circle on that picture." After the examinee completes triad 1, say: "Now do all of the other rows of pictures and be sure to choose only one picture in each row." After the examinee completes the booklet, check each triad for one selection.

When group administration is practical, a slightly different procedure is used. Before distributing booklets to examinees, the examiner says:

EXAMINER: This is not a test. We wish to know what kind of work you would like to do. You are going to be given a booklet and a pencil. When you receive your booklet, please leave it closed until you receive more instructions.

Distribute test materials to examinees. An examinee may be chosen to assist the examiner in distributing all materials. Because male Ⓜ and female Ⓕ forms of the inventory are available, it is a good plan to let the helper distribute one form and the examiner distribute the other form of the inventory. After all test materials are distributed, say:

EXAMINER: Look at your booklet where there are spaces for your name, date, birthdate, etc. (Demonstrate with your copy.) Write in all of the information where it tells you to. (Examiners may require only the examinee's name and date—all other data being available from personal data records.)

After all examinees have completed the necessary top lines of the booklet, the examiner says:

EXAMINER: Now I'm going to tell you how to use this booklet. Listen very carefully so that you will understand what to do. This is not a test. There are no wrong or right answers. Your answers will tell about the kind of work you like best. On each page of this booklet there are groups of three pictures in a straight row, just like the three pictures at the bottom of your booklet. Look at the example on your booklet. (Demonstrate with your copy. Pause 15 seconds.) If you are a male and if you liked best the picture of raking leaves, you would make a *big circle* on this picture. If you are a female and if you liked best the picture of picking apples, you would make a *big circle* on this picture. You can only choose *one picture* of the three, so choose the one you like the best.

If you like all three pictures you must decide on only one, so make a circle on the picture you like best. If you do not like any of the three pictures, choose the one you would do for only a very short time.

There are many rows of pictures of people working at different jobs just like the pictures in your example. Be sure you *circle one picture* in each row. (Pause.) Do you have any questions? (Answer all questions.)

Now turn to the next page and look at the three pictures at the top of this page. (Demonstrate with your copy.) Remember—choose only one picture and put a circle on it. When you finish row 1, go on to the next row. Then go right on to the next page until you finish all the pages of pictures in the booklet. Try not to spend too much time on any group of pictures. You may begin.

The examiner should attempt to visually check booklets five minutes after examinees begin to work in order to determine that all are marking correctly. During the testing, rechecks should be made while monitoring the class. As each examinee completes the inventory, individual booklets may be collected and inspected for marking and completion of necessary identifying data. If booklets are incorrectly marked, return them to the examinees and instruct on the correct method.

DIRECTIONS FOR SCORING AND PROFILING THE INVENTORY

Each item in the inventory has been keyed on its appropriate scale (area) as determined by item analysis. Some 24 male items and 21 female items are keyed on more than one scale. This situation arises when an individual item, in addition to discriminating between subjects with high and low interest in the original category, discriminates positively between subjects with high and low interest in a second category.

To score the inventory, remove the perforated Scoring-Profile Sheet from the back of the booklet. Enter the identifying information at the top. This information may be taken from the front cover of the booklet or from personal data records. Circle the norm group (Public School, Residential School, or Composite) that is most like the subject tested. The norm group circled will be used to measure the occupational preferences of the examinee.

Beginning with triad 1 of the booklet, and using the scoring grid, mark an X in the lettered *box or boxes* (a,b,c, etc.) which corresponds to the picture chosen by the examinee for the same-numbered triad in the booklet. For example, if in the female booklet the examinee circled the picture of the nurses aide in triad 2, then the box with the letter "f" would be marked with an X.

After transferring all of an examinee's selections via the scoring grid, you may dispose of the booklet. Next, obtain the raw score total for each interest area by summing the number of X's in each vertical column (A, B, C, etc.). Record the raw scores for each interest area on the appropriate line in the left margin of the score sheet.

Upon completion of scoring, transfer the raw scores to the corresponding spaces provided on the profile sheet on the back of the score sheet. Transfer is facilitated when the score sheet is folded over vertically to the heavy line of the raw score totals. Using the appropriate Standard Score Norm Table (Tables 1-6, pp. 40-45) convert each raw score into its corresponding T Score (Normalized Standard Score) and enter these values in the spaces headed "T Score."

At the bottom of the Standard Score Norm Table may be found a second norm called "Percentile Equivalents of Standard Scores." Use this norm and convert each T Score (Standard Score) into its corresponding percentile rank and enter these values in the spaces headed "Percentile."

The Individual Profile is a chart for profiling the percentile ranks of the examinee. For each interest area in the chart, locate its obtained percentile rank from percentile values located along the margins and center of the chart and mark an X on each vertical line representing the interest area. Draw lines connecting the X's to complete the graphic presentation of the examinee's interest profile.

Inspect the completed Individual Profile for scores ABOVE the top dotted line and enter a check mark in the column headed "High" for the appropriate interest area. Locate scores BELOW the bottom dotted line and enter a check mark in the column headed "Low" for the appropriate interest area.

The completed Scoring-Profile sheet may be placed in the student's (client's) cumulative folder.

INTERPRETING THE INDIVIDUAL PROFILE

Figure 1 is a sample of a completed Individual Profile Sheet illustrating all recorded raw scores and conversion scores, and plotted percentile ranks on a profile chart. An examination of the chart reveals a profile in which the examinee has high, average, and low interests when compared with relevant norms.

A score above the top dotted line on any vertical line is a *high* score. This means the examinee has expressed a preference for Personal Service, Patient Care and Clerical activities more frequently than most of the institutionalized retarded males in his age group. A score between the two dotted lines (or on a dotted line) is an *average* score. Average scores may be above or below average depending on whether they are above or below the mean score of 50. In the example, the examinee has expressed an above average interest in Laundry Service and below average interests in Materials Handling and Janitorial activities. A score below the bottom dotted line is a *low* score. This means that the examinee has not expressed interest for activities in Automotive, Building Trades, Animal Care, Food Service, and Horticulture as often as most of the institutional males in his age group.

All scores above the dotted line, the high scores, are significant in that they alert both student and counselor to particular vocational areas that can be helpful in occupational planning, training, or job placement of the individual. On the sample profile, the three interest areas in which the examinee made high scores include occupations that are concerned with assisting and serving the personal needs of people, and activities of general office work. Such information is relevant whenever important educational or vocational decisions are to be made.

INDIVIDUAL PROFILE SHEET

Ⓜ

Last Name Wills First John Date 7-7-73

Grade ungraded Age: 23 yrs. 1 mos. Date of Birth 6-6-50

School C. S. Institute City Columbus State Ohio

Male Norms Used (circle): Public School – [✓ Residential School] – Composite

Key Letter	Raw Score	T Score	Percentile
A	0	31	3
B	1	31	3
C	11	66	95
D	0	34	5
E	3	40	15
F	13	66	95
G	2	40	15
H	4	43	25
I	14	71	98
J	6	55	70
K	7	49	45

Interest Area	Symbol	Interest High	Interest Low
Automotive	Auto		✓
Building Trades	B Tr		✓
Clerical	Cl	✓	
Animal Care	An Cr		✓
Food Service	F S		✓
Patient Care	P Cr	✓	
Horticulture	Hort		✓
Janitorial	Jan		
Personal Service	P Sv	✓	
Laundry Service	Ly		
Materials Handling	M Hg		

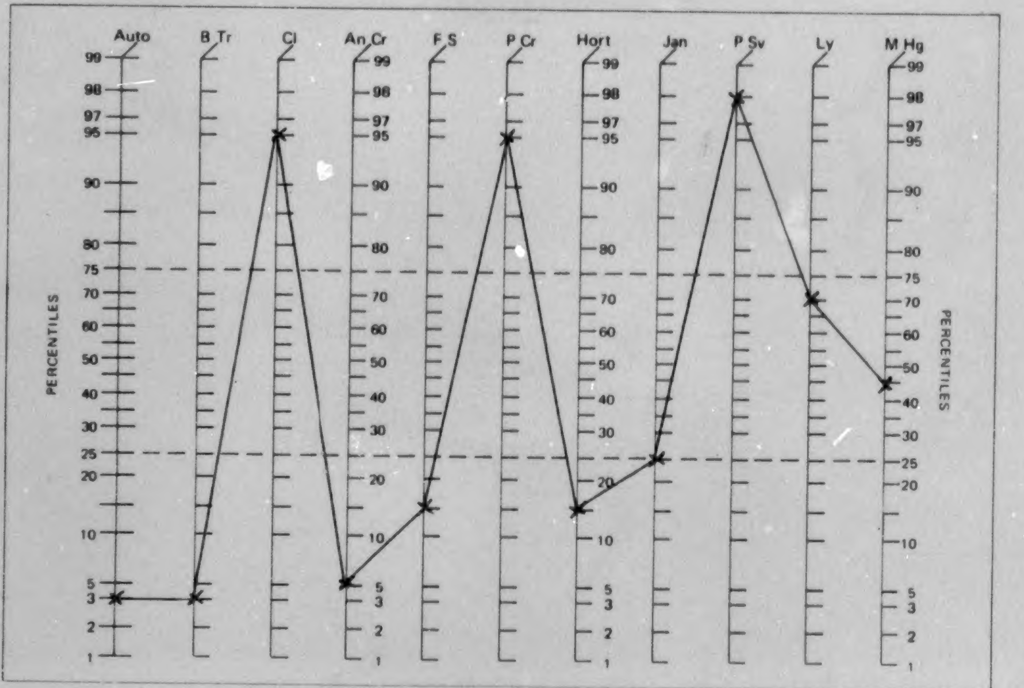

Figure 1

Scores between the two dotted lines, the average scores, are important in establishing trends. Exposure and opportunity in certain vocational areas may affect marginal or borderline interests in a significant way.

Scores below the dotted line, the low scores, are significant in that they do not suggest vocational interests. An examinee whose interest scores are at this level tends to have little or no motivation for the depicted job activities. In general, the greater the deviation of an individual's score from the mean (Percentile Rank of 50) the greater may be the confidence that interest or disinterest lies in the indicated direction.

The *R-FVII* is a tool designed to measure vocational preferences and nothing else. It does not give information concerning requirements of the job such as aptitudes, personal traits, or individual characteristics required of a worker in order to achieve successful performance. Specifically, the *Inventory* does not measure worker traits such as motor coordination, temperament, and physical capacity, nor does it indicate the working conditions under which the job will be performed.

It is important to know what the *Inventory* does not measure as well as what it does measure. In evaluation programs, additional tools and work-sampling experiences are used to assess those aspects of the retarded worker's personality which the interest inventory does not measure.

DEVELOPMENT OF NORMS

Normative data for the *R-FVII* were developed during the 1969-70 school year, when the *Inventory* was administered on a nationwide basis to samples of educable mentally retarded (EMR) males and females in grades 9 through 12 in public secondary day schools and from ungraded residential institutions in the United States.

Modeled after an approach used by Kuder, the country was divided into eight regions, ensuring that all geographical divisions would be included in the collection of normative data. The regions and states in each region are:

Mideast	Delaware, Maryland, New Jersey, New York, Pennsylvania, District of Columbia.
Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.
Southwest	Arizona, New Mexico, Oklahoma, Texas.
Farwest	Alaska, California, Hawaii, Nevada, Oregon, Washington.
Rocky Mountains	Colorado, Idaho, Montana, Utah, Wyoming.
Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.

Great Lakes	Illinois, Indiana, Michigan, Ohio, Wisconsin.
New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

School educators within each region were given a quota of pupils to draw at random for collection of normative data within a school system. School districts to serve as sources for the samples were selected from state directories of special education in each region. To insure that cases came from a variety of socioeconomic and geographical divisions within a region, the sample included cases from school districts designated as urban, rural, and inner city systems.

Normative data from state residential institutions were collected on a nationwide basis to insure that all geographical sections would be included. Institutions to serve as sources for sampling of residential students were selected from the *Directory of Residential Facilities for the Mentally Retarded.* Institutional educators within each facility were given a quota of pupils to draw at random for collection of normative data. Within the institutional system, procedures involving comparisons between regional proportions of the standardization sample with that of institutional enrollment was not obtained.

THE NORMS TABLES

The first step in preparing to interpret an examinee's *Inventory* results is the conversion of obtained raw scores in each area scale into appropriate percentile rank or standard score equivalents. Six norms tables are provided for translation of the eleven male and eight female interest area scores to percentile ranks and T scores in given populations.

Tables of norms for males and females enrolled in grades 9-12 in public day schools, and norms for residential school males and females in ungraded institutional programs are given in the Appendix (Tables 1 to 6).

Public school norms are based on 2401 EMR males and 1996 EMR females from 84 public school systems in 37 states. Institutional norms are based on 1006 EMR males and 1010 EMR females from 44 residential state facilities in 32 states. Composite male norms consist of

3407 cases representing combined groups from public day schools and state institutions. Composite female norms consist of 3006 cases representing combined groups from the two agency types. The composition of the normative sampling distributions afford a geographical representation of the country.

Table 7 presents characteristics of the standardization (norming) samples by sex and type of educational training facility. Students from public day schools were included in the norms if they were in grades 9 through 12. In state institutions where educational training programs are ungraded, the norming population consisted of students who were at an eligible age for vocational training and work experience. This entrance age is generally at or near the resident's seventeenth birthday, resulting in a moderately older normative sample for institutional individuals.

In each norm table, the T score value for any given raw score is located in the extreme left and right margin columns of the tables. Percentile equivalents of T score values are presented in a second table below the normalized standard score norms. For example, a high school junior boy enrolled in special classes for the mentally retarded who obtains a raw score of 8 on the Automotive scale, has a T score of 49 and a percentile rank of 45. The 20-year-old institutionalized female who has a raw score of 10 on the Food Service scale, has a T score of 58 and a percentile rank of 80.

Percentile norms provide a comparison of individual students with each other, and with nationwide results. A percentile can be described as a point on a 100-point scale which gives the proportion of cases that fall below a particular percentile point. For example, the institutionalized female who has a percentile rank of 80 in the Food Service scale, exceeds 80 percent of the institutionalized females in the norm group. That is, only 20 percent of the norm group obtained a score higher than hers. The percentile rank is not an equal-interval scale. A difference of, say, 5 percentile points near either end of the scale is a larger difference than 5 points near the middle of the scale. For this reason, percentile scores or ranks should not be added or subtracted to obtain averages or difference scores.

The normalized standard score norms, T scores, provide a comparison of individual students with each other, and with nationwide results. Unlike percentile ranks, T scores may be used in computations which combine and average scores and allow for making comparisons of individuals' scores on different tests. The T score scale is an equal interval scale. A difference of, say, 10 points has the same meaning throughout the scale. T scores also have a fixed relationship with percentile ranks. In the example, a percentile rank of 80 has an equivalent T score of 58.

RELIABILITY

The reliability of the *Inventory* was determined through analysis of scores collected from cases in the standardization sample. Reliabilities are reported for six separate groups: 143 males and 90 females enrolled in grades 9 through 12 in public day schools; 50 males and 45 females in state residential institutions; and 193 males and 135 females as combined groups from both types of educational centers.

Test-retest reliabilities and related data on the final scales are presented in Tables 8, 9, and 10 for males and Tables 11, 12, and 13 for females. Test-retest coefficients of reliability provide indices on the consistency and stability of the *Inventory* scales over a period of time. An interval of two weeks was used between testings.

Correlations were mainly in the .70s and .80s and at levels of significance in all groups. Generally higher correlation coefficients were obtained for the institutional subsamples, indicating greater reliability of the scores for the older and more experienced group of males and females.

The standard error of measurement (S.E. Meas.) in Tables 8 through 13 indicates how closely obtained raw scores approximate true scores. In Table 8, for example, a student's obtained raw score in Food Service will not vary by more than 1.5 raw scores in about 68 times out of 100, and not by more than 3.00 raw scores in about 95 times out of 100.

The internal consistency (content reliability) of the scales was estimated by employing the Kuder-Richardson #20 formula to initial test scores made by subsamples in the standardization study. Internal consistency reliabilities ranged from .68 to .92 with a median of .82 in public school (N=143) and institution (N=50) male groups. Composite male reliabilities ranged from .68 to .93 with a median of .82. The K-R 20 reliabilities for the subsample of public school females (N=90) ranged from .69 to .96 with a median of .815; for institution females (N=45) from .67 to .94 with a median of .785. Composite female reliabilities ranged from .70 to .96 with a median of .805. The size of the internal consistency coefficients from subgroups in the standardization sample suggests content reliability of the *Inventory* was achieved.

VALIDITY

Undoubtedly, the most important question that needs to be raised regarding any psychological test is its validity, that is, the extent to which the test does measure what it claims to measure. Three dimensions of test validity are considered for the *Inventory* from test scores: Content validity, Concurrent validity, and Status or Occupational validity.

CONTENT VALIDITY

Content validity was built into the test when a complete search was made of jobs known to be appropriate and realistic for mentally retarded individuals. Estimates of the importance of each job task for successful execution of a job were reviewed by study teams. The result was a list of job task items taken from a universe of items known to cover jobs adequately and proportionately in which mentally retarded persons were successfully engaged.

On the basis of logical validity, each task item was assigned to a group of job tasks with which it had a logical commonality. Processing each job task in this manner resulted in eleven item clusters for males and eight clusters for females. Each of the male and female clusters was then inspected for task content. On the basis of the type and kind of task performed, each cluster was labeled with a descriptive phrase that became the name of that interest scale.

Job tasks researched from the vocational literature and used in developing item clusters were terse statements of the activity required of job incumbents in performing their duties. These statements were translated into their pictorial equivalents using clean, bold, line drawings, free of fine detail and figure-ground problems of perception. The 165 male and 120 female illustrations were then keyed on eleven male and eight female scoring keys, respectively, with each picture representing a "Like" response for the key for which it had logical validity.

Studies were conducted on samples of 1116 educable mentally retarded persons to assure the statistical acceptability of all pictorial items. The technique for determining the discriminating power (validity) of each keyed item made use of the top and bottom 27% of a criterion category. The top 50 scores and the bottom 50 scores in each interest scale were the basis for comparing each item in each triad with the extreme group. The proportion of cases in the top 50 scores who selected the item versus the proportion in the bottom 50 who selected the same item, was translated into a discriminating index and read from a table of values. The table was empirically developed by Flanagan for estimating the upper and lower 27% of a group using values of the product-moment coefficient of correlation.

CONCURRENT VALIDITY

Concurrent validity is the extent to which *R-FVII* scores compare with scores on other vocational preference inventories. The *Geist Picture Interest Inventory (GPII)* was selected since it consists of Male and Female forms (Geist, 1964) and may be administered as a group test. A random sample of subjects who were involved in the collection of test-retest data on reliability, were also administered the *GPII* at the initial testing for correlates on concurrent validity. Correlations were computed between the raw scores of the *R-FVII* and raw scores of the *GPII*. Coefficients of correlation were computed when the interest scales, by inspection, appeared to be positively related.

Table 14 presents correlations between selected scales of the *GPII* and *R-FVII* for samples of educable mentally retarded males in public day schools and state institutions. Inspection of 30 coefficients shows the Materials Handling versus Computational scales to be the only relationship that is not statistically significant in either agency sample. All other correlations show at least one agency in each relationship at the .05 or .01 levels of confidence and beyond. Differences in the magnitude of the coefficients between agencies on the same paired scales may suggest group differences in the educational and vocational training, work experience, and background of the sampled subjects, as well as differences in the way pictorial items are perceived on the two inventories. In general, correlations are very satisfying with many significant at the .01 level and beyond and with few low positive values.

Table 15 presents correlations between selected scales of the *GPII* and *R-FVII* for samples of educable mentally retarded females in public day schools and state institutions. Inspection of 30 coefficients shows three pairs of relationships not statistically significant in either agency sample. The balance of the correlations show at least one agency in each relationship at the .05 or .01 levels of confidence and beyond. Differences in the magnitude of the coefficients between agencies on the same paired scales suggest there may be real group differences between the two samples for such characteristics as educational and vocational background, training, and work experience and in the perception of a wide range of pictorial items having occupational significance. Most coefficients are in the 30s and 40s and reach levels of statistical confidence.

Correlations between scales of the *R-FVII* and a second inventory, the *Picture Interest Inventory* (Weingarten, 1958) were computed when scales on both inventories appeared to be positively related. The *Picture Interest Inventory (PII)* consists of one form only with norms for males and females. The *PII* was administered to subsamples of males since the *PII* drawings depict only male figures involved in occupational activities. Table 16 shows the product-moment correlations between selected scales of the two inventories for samples of public day school and institutional educable mentally retarded males. Of the 13 pairs of correlations, only three sets have coefficients with low positive values that are not statistically significant. The remaining coefficients, with the exception of a single value for the Patient Care versus Interpersonal Service scales for the public school data, show all correlated variables on both agency types to be highly significant and at confidence levels of .05 and .01 and beyond.

Differences in the magnitude of the product-moment values for agencies on the same correlated scales might be expected from correlated values obtained between scales of the *R-FVII* and *GPII* for similar samples. In general, both the *Geist Picture Interest Inventory* and the *Picture Interest Inventory* tend to show significant relationships to scales on the *AAMD-Becker Reading-Free Vocational Interest Inventory.*

OCCUPATIONAL VALIDITY

An empirical validation study using 891 public day school and institutional educable mentally retarded males and 584 public day school and institutional educable mentally retarded females in 11 male and 8 female occupational groups was made. Each occupational group represented an interest scale. Means of raw scores of each interest scale in each occupational group were converted to normalized standard scores (T score) using the appropriate norm, and profiles were plotted for each occupational group of incumbent workers. The profiles show that occupational groups scored higher on their "own" scale than on scales outside of the incumbent work area. This situation may arise from characteristics of the workers themselves, i.e., those subjects whose scores were used in plotting interest profiles were satisfied and motivated with their present jobs.

INTERCORRELATIONS OF THE SCALES

The intercorrelation matrices for the *R-FVII* are presented in Tables 17 through 22. Inspection of Tables 17, 18, and 19, point up a moderate relationship between the Automotive and Building Trades scales in both agency types and composite males. Table 19 shows the intercorrelation between these two item domains (scales) to be .42. It could be inferred that both interest scales tend to measure similar things: mechanical attributes of job tasks. Even more dramatic are the intercorrelations between item domains of the Animal Care and Horticulture scales. Tables 17, 18, and 19 show intercorrelations of .60, .57, and .59, respectively. There appears to be little doubt that these two scales are measuring similar things: outdoor or agricultural attributes of job tasks. For males in the standardization sample, the intercorrelations ranged for the public school data from –.57 to +.60; for institutions, from –.50 to +.57; and for composites, from –.55 to +.59. Most of the correlations were negative and low positive.

Tables 20, 21, and 22 present the intercorrelations of females in both agency types and taken together as composites. These tables indicate a single modest relationship between Patient Care and Personal Service scales with correlations of .32, .33, and .35, respectively. These scales show modest overlapping of attributes characterized by assisting or helping others. For females in the standardization sample, the intercorrelations ranged for the public school data from –.53 to +.32; for institutions, from –.58 to +.33; and for composites, from –.59 to +.35. Most of the correlations were negative and low positive.

R-FVII RELATED ITEMS AVAILABLE FROM THE AAMD CENTRAL OFFICE

1. **Enrollment in public secondary day schools** of educable mentally retarded children by sex and by region in the U.S.: 1969-1970.

2. **Comparison of regional distribution** of standardization sample with regional distribution of enrollment in public secondary schools in the U.S.: 1969-1970.

3. **Internal consistency** of the interest scales for
   — a subsample of males in the standardization study.
   — a subsample of females in the standardization study.

3. **Distribution of item discrimination indices** on the final scales of the *R-FVII* for males; females.

4. **Means and standard deviations** for intercorrelation matrices for males; females.

5. **Profiles of male occupational groups** in institutional and public day school work programs.

6. **Profiles of female occupational groups** in institutional and public day school work programs.

You may obtain the above items free of charge by writing to Publication Sales, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C., 20015. Please order by item number *and* name.

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TABLE 1

Normalized Standard Score Norm (T-Scores) for EMR Public School Males: Grades 9-12 (N=2401)

Area	Auto	B-Tr	C I	An Cr	F S	P Cr	Hort	Jan	P Sv	Ly	M Hg	
Key	A	B	C	D	E	F	G	H	I	J	K	
T Score	RAW SCORES											T Score
73 -	15	18-20	14-16	15	16-18	15	16-17	16-19	14-18	13-17	15-19	- 73
71 -		17		14	15		15	15		12		- 71
69 -			13		14		14	14	13	11	14	- 69
66 -		16	11-12	12-13	12-13	13-14	13	13	12	9-10	13	- 66
63 -	14	15	10	10-11	11	10-12	12	11-12	11	7-8	12	- 63
60 -		14	9	8-9	10	8-9	11	10	9-10	6	11	- 60
58 -	13	13	8	7	9	7	10	9				- 58
57 -	12		7	6	8	6	9	8	8	5	10	- 57
55 -		12	6	5		5	8		7			- 55
54 -	11	11			7	4		7		4	9	- 54
53 -	10		5	4		3	7		6			- 53
51 -	9	10		3	6		6	6		3		- 51
50 -			4			2			5		8	- 50
49 -	8	9		2	5		5	5				- 49
47 -	7	8	3						4	2	7	- 47
46 -	6				4	1	4	4				- 46
45 -	5	7	2	1								- 45
43 -	4	6			3		3	3	3	1	6	- 43
42 -	3	5					2					- 42
40 -	2	4	1		2	0		2	2		5	- 40
37 -	1	3		0			1		1		4	- 37
34 -		2	0		1			1		0	3	- 34
31 -												- 31
29 -	0	1					0		0		2	- 29
27 -		0			0			0			0-1	- 27

Percentile Equivalents of Standard Scores

Standard Score																								
27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99
Percentile																								

TABLE 2

Normalized Standard Score Norm (T-Scores) for EMR Residential Males: Ungraded (N=1006)

Area	Auto	B-Tr	C I	An Cr	F S	P Cr	Hort	Jan	P Sv	Ly	M Hg	
Key	A	B	C	D	E	F	G	H	I	J	K	
T Score	RAW SCORES											T Score
73 –	15	17-20	13-16	14-15	16-18	15	16-17	16-19	15-18	13-17	15-19	– 73
71 –		16	12	13	15		15		14	12	14	– 71
69 –		15			14	14	14	15	13			– 69
66 –	14	14	10-11	11-12	13	12-13	13	13-14	11-12	10-11	13	– 66
63 –	12-13	12-13	8-9	10	11-12	10-11	11-12	12	10	9	12	– 63
60 –	11	11	7	9		8-9	10	11	9	8	11	– 60
58 –	10	10		8	10	7	9	10		7	10	– 58
57 –			6	7	9	6		9	8			– 57
55 –	9	9		6			8			6	9	– 55
54 –	8	8	5		8	5		8	7			– 54
53 –	7			5			7			5		– 53
51 –	6	7	4		7	4		7			8	– 51
50 –				4			6		6	4		– 50
49 –	5	6	3		6	3		6			7	– 49
47 –				3			5		5	3		– 47
46 –	4	5			5	2		5				– 46
45 –			2	2			4			2	6	– 45
43 –	3	4			4	1		4	4			– 43
42 –				1			3		3		5	– 42
40 –	2	3	1		3		2	3		1		– 40
37 –	1	2			2	0			2		4	– 37
34 –			0	0			1	2	1	0	3	– 34
31 –	0	1			1							– 31
29 –								1			2	– 29
27 –		0			0		0	0	0		0-1	– 27

Percentile Equivalents of Standard Scores

Standard Score	27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
Percentile	1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99

TABLE 3

Normalized Standard Score Norm (T-Scores) for EMR Composite Male Groups (N=3407)

Area	Auto	B-Tr	C I	An Cr	F S	P Cr	Hort	Jan	P Sv	Ly	M Hg	
Key	A	B	C	D	E	F	G	H	I	J	K	
T Score	RAW SCORES											T Score
73 -	15	18-20	14-16	15	16-18	15	16-17	16-19	14-18	13-17	15-19	- 73
71 -		17	13	14	15		15	15		12		- 71
69 -				13	14	14	14		13	11	14	- 69
66 -		15-16	11-12	12	13	12-13	13	13-14	12	9-10	13	- 66
63 -	14	14	10	10-11	11-12	10-11	12	11-12	10-11	8	12	- 63
60 -	13	13	8-9	8-9	10	8-9	11	10	9	7	11	- 60
58 -				7	9	7	10	9		6		- 58
57 -	12	12	7	6		6	9		8		10	- 57
55 -	11	11	6		8	5	8	8	7	5		- 55
54 -	10			5		4				4	9	- 54
53 -	9	10	5	4	7		7	7	6			- 53
51 -	8	9	4			3		6			8	- 51
50 -				3	6		6			3		- 50
49 -	7	8				2	5		5			- 49
47 -	6	7	3	2	5			5		2	7	- 47
46 -	5						4		4			- 46
45 -	4	6	2		4	1		4			6	- 45
43 -		5		1			3		3			- 43
42 -	3				3			3		1	5	- 42
40 -	2	4	1				2		2			- 40
37 -	1	3		0	2	0	1	2			4	- 37
34 -		2	0		1			1	1	0	3	- 34
31 -	0	1										- 31
29 -							0		0		2	- 29
27 -		0			0			0			0-1	- 27

Percentile Equivalents of Standard Scores

Standard Score																								
27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99
Percentile																								

TABLE 4

Normalized Standard Score Norm (T-Scores) for EMR Public School Females: Grades 9-12 (N=1996)

Area	Ly	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk	
Key	A	B	C	D	E	F	G	H	
T Score	RAW SCORES								T Score
73 -	15-19	15-19	16	16-21	15-18	15	14-15	14-18	- 73
71 -	14	14	15	15	14		13	13	- 71
69 -	13	13			13				- 69
66 -	11-12	11-12	13-14	14	12		11-12	11-12	- 66
63 -	10	10	12	13	11		9-10	9-10	- 63
60 -	9	9	11	12	10	14	7-8	8	- 60
58 -		8	10		9		6	7	- 58
57 -	8		9	11		13	5	6	- 57
55 -		7	8		8	12	4		- 55
54 -	7			10		11		5	- 54
53 -		6	7		7	10	3	4	- 53
51 -	6			9		8-9			- 51
50 -		5	6		6		2	3	- 50
49 -	5			8		7			- 49
47 -		4	5			6	1		- 47
46 -				7	5	5		2	- 46
45 -	4		4			4			- 45
43 -		3	3	6	4	3			- 43
42 -	3			5		2		1	- 42
40 -		2	2		3	1	0		- 40
37 -	2			4					- 37
34 -	1	1	1	3	2	0		0	- 34
31 -				2					- 31
29 -			0		1				- 29
27 -	0	0		0-1	0				- 27

Percentile Equivalents of Standard Scores

Standard Score	27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
Percentile	1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99

TABLE 5

Normalized Standard Score Norm (T-Scores) for EMR Residential Females: Ungraded (N=1010)

Area	Ly	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk	
Key	A	B	C	D	E	F	G	H	
T Score	RAW SCORES								T Score
73 –	15-19	13-19	14-16	15-21	15-18	15	13-15	15-18	– 73
71 –	14	12	13	14			12	14	– 71
69 –		11	12		14		11		– 69
66 –	12-13	10	10-11	12-13	13		10	13	– 66
63 –	11	8-9	9	11	12	14	8-9	11-12	– 63
60 –	10		8		11	13	7	10	– 60
58 –	9	7	7	10	10	12	6	9	– 58
57 –						11		8	– 57
55 –	8	6	6	9	9	10	5		– 55
54 –						9		7	– 54
53 –	7	5	5	8	8	8	4		– 53
51 –						7		6	– 51
50 –			4		7		3		– 50
49 –	6	4		7		6		5	– 49
47 –						5	2		– 47
46 –	5		3	6	6				– 46
45 –		3				4	1	4	– 45
43 –	4		2	5	5	3			– 43
42 –								3	– 42
40 –	3	2		4	4	2			– 40
37 –		1	1	3		1	0	2	– 37
34 –	2			2	3	0		1	– 34
31 –			0						– 31
29 –	1	0			2				– 29
27 –	0			0-1	0-1			0	– 27

Percentile Equivalents of Standard Scores

Standard Score	27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
Percentile	1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99

TABLE 6

Normalized Standard Score Norm (T-Scores) for EMR Composite Female Groups (N=3006)

Area	Ly	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk	
Key	A	B	C	D	E	F	G	H	
T Score	RAW SCORES								T Score
73 –	15-19	14-19	15-16	16-21	15-18	15	14-15	15-18	– 73
71 –	14			15	14		13	14	– 71
69 –	13	13	14				12	13	– 69
66 –	12	11-12	13	13-14	12-13		10-11	12	– 66
63 –	10-11	9-10	11-12		11		8-9	10-11	– 63
60 –			10	12	10	14	7	9	– 60
58 –	9	8	9	11		13	6	8	– 58
57 –	8	7	8		9	12	5	7	– 57
55 –				10		11		6	– 55
54 –	7	6	7		8	10	4		– 54
53 –			6	9		9	3	5	– 53
51 –		5			7	8			– 51
50 –	6		5	8		7	2	4	– 50
49 –					6	6			– 49
47 –	5	4	4	7				3	– 47
46 –						5	1		– 46
45 –	4	3	3	6	5	4		2	– 45
43 –						3			– 43
42 –	3			5	4	2			– 42
40 –		2	2	4		1	0	1	– 40
37 –	2		1		3				– 37
34 –	1	1		2-3	2	0		0	– 34
31 –									– 31
29 –			0		1				– 29
27 –	0	0		0-1	0				– 27

Percentile Equivalents of Standard Scores

Standard Score	27	29	31	34	37	40	42	43	45	46	47	49	50	51	53	54	55	57	58	60	63	66	69	71	73
Percentile	1	2	3	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	97	98	99

TABLE 7

Characteristics of the Standardization Sample by Sex and by Type of Facility

MALES	Mean IQ	Mean CA	IQ Range	CA Range
Public Day Schools (Grades 9-12)	69.4	17-5	48-85	15-5 to 22
State Institutions (Ungraded)	62.4	19-10	47-84	16-6 to 25
FEMALES	Mean IQ	Mean CA	IQ Range	CA Range
Public Day Schools (Grades 9-12)	67.9	17-4	48-85	15-4 to 21
State Institutions (Ungraded)	62.3	20-0	47-84	16-7 to 25

TABLE 8

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Males, Public Schools, Grades 9-12 (N=143)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test		Retest	
			Mean	S.D.	Mean	S.D.
1. Automotive	.91	1.4	9.51	4.55	9.79	4.78
2. Building Trades	.86	1.5	10.95	4.04	10.30	4.47
3. Clerical	.79	1.4	3.68	2.99	3.55	3.10
4. Animal Care	.89	1.3	4.65	4.12	4.50	4.30
5. Food Service	.83	1.5	5.44	3.67	5.56	4.03
6. Patient Care	.87	1.2	2.34	3.42	2.48	3.73
7. Horticulture	.84	1.6	7.68	3.98	7.43	4.32
8. Janitorial	.86	1.4	6.72	3.82	7.00	3.74
9. Personal Service	.88	1.2	4.10	3.38	3.98	3.43
10. Laundry Service	.75	1.1	2.11	2.23	2.54	2.62
11. Materials Handling	.73	1.5	7.89	2.81	7.91	3.31

*Interval of 2 weeks

TABLE 9

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Males, Residential Facilities, Ungraded (N=50)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test		Retest	
			Mean	S.D.	Mean	S.D.
1. Automotive	.94	1.3	6.70	4.99	6.88	4.99
2. Building Trades	.89	1.4	7.50	4.33	7.10	4.14
3. Clerical	.80	1.3	3.34	2.82	3.34	3.08
4. Animal Care	.94	1.0	4.02	4.05	3.90	4.31
5. Food Service	.88	1.6	7.10	4.56	7.20	4.33
6. Patient Care	.89	1.5	4.36	4.40	4.30	4.74
7. Horticulture	.89	1.5	6.18	4.54	6.14	4.58
8. Janitorial	.85	1.8	8.68	4.49	8.70	4.07
9. Personal Service	.83	1.5	5.02	3.55	4.88	3.57
10. Laundry Service	.74	1.4	3.56	2.81	3.98	2.92
11. Materials Handling	.82	1.4	8.00	3.31	8.16	3.12

*Interval of 2 weeks

TABLE 10

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Males, Composite Groups (N=193)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test		Retest	
			Mean	S.D.	Mean	S.D.
1. Automotive	.92	1.4	8.78	4.81	9.03	4.99
2. Building Trades	.88	1.5	10.06	4.38	9.47	4.59
3. Clerical	.79	1.3	3.59	2.94	3.49	3.09
4. Animal Care	.91	1.3	4.48	4.10	4.34	4.30
5. Food Service	.85	1.5	5.87	3.98	5.98	4.16
6. Patient Care	.88	1.3	2.86	3.80	2.95	4.08
7. Horticulture	.86	1.6	7.29	4.17	7.09	4.41
8. Janitorial	.86	1.5	7.23	4.09	7.44	3.89
9. Personal Service	.87	1.3	4.34	3.44	4.21	3.48
10. Laundry Service	.76	1.2	2.48	2.47	2.91	2.77
11. Materials Handling	.75	1.5	7.92	2.94	7.97	3.25

*Interval of 2 weeks

TABLE 11

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Females, Public Schools, Grades 9-12 (N=90)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test Mean	Test S.D.	Retest Mean	Retest S.D.
1. Laundry Service	.72	1.7	5.02	3.12	4.91	3.20
2. Light Industrial	.73	1.6	4.51	3.16	4.12	3.50
3. Clerical	.68	2.3	5.28	4.00	5.51	4.18
4. Personal Service	.80	1.6	7.26	3.65	7.23	3.72
5. Food Service	.78	1.6	6.34	3.34	5.75	3.79
6. Patient Care	.85	2.2	7.85	5.77	8.32	6.12
7. Horticulture	.87	1.6	4.42	4.49	4.54	5.18
8. Housekeeping	.86	1.6	5.68	4.14	5.58	4.24

*Interval of 2 weeks

TABLE 12

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Females, Residential Facilities, Ungraded (N=45)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test		Retest	
			Mean	S.D.	Mean	S.D.
1. Laundry Service	.89	1.5	6.80	4.62	6.32	4.57
2. Light Industrial	.87	1.2	4.48	3.21	4.06	3.24
3. Clerical	.85	1.2	3.86	3.11	3.86	2.97
4. Personal Service	.78	1.6	7.06	3.31	7.26	3.52
5. Food Service	.65	2.1	7.80	3.59	7.82	3.58
6. Patient Care	.88	1.8	7.26	5.34	8.15	5.54
7. Horticulture	.89	1.4	3.40	4.14	3.37	4.30
8. Housekeeping	.85	1.5	6.64	3.96	6.15	4.08

*Interval of 2 weeks

TABLE 13

Reliability Coefficients and Standard Errors of Measurement, Means, and Standard Deviations for Test-Retest Correlations: Females, Composite Groups (N=135)

Interest Area	*Test-Retest Reliability	S.E. Meas.	Test Mean	Test S.D.	Retest Mean	Retest S.D.
1. Laundry Service	.81	1.6	5.61	3.76	5.37	3.75
2. Light Industrial	.77	1.5	4.50	3.17	4.10	3.40
3. Clerical	.72	1.9	4.81	3.78	4.96	3.88
4. Personal Service	.79	1.6	7.20	3.53	7.24	3.64
5. Food Service	.75	1.8	6.82	3.48	6.44	3.84
6. Patient Care	.86	2.1	7.65	5.62	8.26	5.91
7. Horticulture	.88	1.5	4.08	4.39	4.15	4.92
8. Housekeeping	.86	1.6	6.00	4.09	5.77	4.18

*Interval of 2 weeks

TABLE 14

Product-Moment Correlations Between Scales of the GPII and Reading-Free Vocational Interest Inventory for Samples of Males

R-FVII Scales	GPII Scales	Correlations	
		Public Day Schools (N=38)	Institutions (N=38)
Automotive	Mechanical	.36*	.29
Building Trades	Mechanical	.71**	.53**
Clerical	Clerical	.35*	.35*
Clerical	Literary	.21	.50**
Clerical	Computational	.40*	.39*
Clerical	Persuasive	.22	.35*
Animal Care	Outdoor	.28	.46**
Food Service	Persuasive	.49**	.17
Patient Care	Social Service	.55**	.37*
Patient Care	Scientific	.47**	.35*
Horticulture	Mechanical	.35*	.28
Horticulture	Outdoor	.50**	.47**
Janitorial	Mechanical	.17	.37*
Personal Service	Social Service	.26	.46**
Materials Handling	Computational	.16	.16

*Significant at the .05 level
**Significant at the .01 level

TABLE 15

Product-Moment Correlations Between Scales of the GPII and Reading-Free Vocational Interest Inventory for Samples of Females

R-FVII Scales	GPII Scales	Correlations	
		Public Day Schools (N=38)	Institutions (N=40)
Light Industrial	Mechanical	.39*	.32*
Clerical	Clerical	.29	.25
Clerical	Literary	.48**	.09
Clerical	Computational	.42**	.12
Clerical	Persuasive	.40*	.26
Personal Service	Personal Service	.14	.19
Personal Service	Social Service	.26	.46**
Food Service	Personal Service	.42**	.38*
Food Service	Persuasive	.06	.37*
Food Service	Clerical	.41**	.46**
Patient Care	Scientific	.78**	.59**
Patient Care	Social Service	.67**	.75**
Horticulture	Outdoor	.12	.18
Horticulture	Mechanical	.39*	.10
Housekeeping	Mechanical	.48**	.29

*Significant at the .05 level
**Significant at the .01 level

TABLE 16

Product-Moment Correlations Between Scales of the PII and Reading-Free Vocational Interest Inventory for Samples of Males

R-FVII Scales	PII Scales	Correlations	
		Public Day Schools (N=40)	Institutions (N=48)
Automotive	Mechanical	.28	.17
Building Trades	Mechanical	.53**	.47**
Clerical	Business	.60**	.64**
Animal Care	Natural	.82**	.62**
Food Service	Business	.50**	.34*
Food Service	Interpersonal Service	.55**	.31*
Patient Care	Interpersonal Service	.28	.34*
Patient Care	Scientific	.03	.23
Horticulture	Natural	.81**	.67**
Janitorial	Natural	.39*	.49**
Janitorial	Mechanical	.19	.21
Personal Service	Interpersonal Service	.50**	.60**
Materials Handling	Business	.46**	.50**

*Significant at the .05 level
**Significant at the .01 level

TABLE 17

Intercorrelations for Males, Public Schools, Grades 9-12

N = 2401

Interest Area	2 B-Tr	3 Cl	4 An Cr	5 F S	6 P Cr	7 Hort	8 Jan	9 P Sv	10 Ly	11 M Hg
1. Auto	.42	-.15	-.16	.02	-.26	.06	-.01	-.51	-.57	.00
2. B-Tr		-.16	-.01	-.29	-.37	.27	.08	-.55	-.43	.02
3. Cl			-.35	.03	.28	-.53	-.45	.25	.25	-.12
4. An Cr				-.48	.17	.60	.02	-.19	-.22	-.32
5. F S					-.04	-.48	-.09	.28	.13	.27
6. P Cr						-.52	-.42	.30	.22	-.35
7. Hort							.31	-.44	-.32	-.05
8. Jan								-.34	.01	.16
9. P Sv									.27	-.04
10. Ly										.01

TABLE 18

Intercorrelations for Males, Residential Facilities, Ungraded

N = 1006

Interest Area	2 B-Tr	3 Cl	4 An Cr	5 F S	6 P Cr	7 Hort	8 Jan	9 P Sv	10 Ly	11 M Hg
1. Auto	.34	-.13	-.10	.04	-.20	.06	-.08	-.41	-.48	-.11
2. B-Tr		-.24	.07	-.25	-.35	.31	.05	-.46	-.38	-.04
3. Cl			-.35	.08	.11	-.46	-.31	.27	.18	.09
4. An Cr				-.50	-.07	.57	-.09	-.21	-.22	-.38
5. F S					-.04	-.50	-.11	.22	.10	.27
6. P Cr						-.45	-.35	.27	.05	-.27
7. Hort							.21	-.45	-.24	-.18
8. Jan								-.32	.10	.06
9. P Sv									.09	.04
10. Ly										.04

TABLE 19

Intercorrelations for Males, Composite Groups

N = 3407

Interest Area	2	3	4	5	6	7	8	9	10	11
	B-Tr	Cl	An Cr	F S	P Cr	Hort	Jan	P Sv	Ly	M Hg
1. Auto	.42	-.13	-.16	.01	-.25	.06	-.05	-.49	-.55	-.01
2. B-Tr		-.16	.00	-.29	-.37	.26	.04	-.52	-.43	.01
3. Cl			-.36	.04	.23	-.51	-.41	.25	.21	-.06
4. An Cr				-.48	-.14	.59	.00	-.19	-.21	-.34
5. F S					-.03	-.49	-.08	.27	.13	.27
6. P Cr						-.50	-.39	.30	.17	-.33
7. Hort							.28	-.44	-.29	-.09
8. Jan								-.32	.06	.13
9. P Sv									.23	-.02
10. Ly										.01

TABLE 20

Intercorrelations for Females, Public Schools, Grades 9-12

N = 1996

Interest Area	2	3	4	5	6	7	8
	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk
1. Ly	.23	.04	-.11	.15	-.03	-.08	.30
2. Lt-Ind		.12	.11	.11	-.37	.26	.01
3. Cl			.22	-.22	.10	-.20	-.44
4. P Sv				.15	.32	-.29	-.38
5. F S					-.11	.03	.10
6. P Cr						-.53	-.22
7. Hort							.28

TABLE 21

Intercorrelations for Females, Residential Facilities, Ungraded

N = 1010

Interest Area	2	3	4	5	6	7	8
	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk
1. Ly	.07	-.05	-.35	-.05	-.25	-.17	.10
2. Lt-Ind		.15	.01	-.12	-.56	.19	-.12
3. Cl			.09	-.19	-.16	-.15	-.44
4. P Sv				-.01	.33	-.32	-.56
5. F S					-.12	-.10	-.10
6. P Cr						-.58	-.24
7. Hort							.21

TABLE 22

Intercorrelations for Females, Composite Groups

N = 3006

Interest Area	2	3	4	5	6	7	8
	Lt-Ind	Cl	P Sv	F S	P Cr	Hort	Hsk
1. Ly	.07	-.11	-.40	.02	-.29	-.16	.22
2. Lt-Ind		.13	-.03	-.05	-.59	.23	-.15
3. Cl			.12	-.34	-.04	-.21	-.52
4. P Sv				-.01	.35	-.38	-.55
5. F S					-.21	-.02	.02
6. P Cr						-.58	-.26
7. Hort							.24

AAMD-BECKER
READING-FREE VOCATIONAL INTEREST INVENTORY: MALE

Ⓜ

Devised by Ralph L. Becker

Last Name First Name Date

Birthdate Age: Yrs. Mos. Grade (circle one) 9 10 11 12 Other

School or Institute City State

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If you like all three pictures, you must decide on only one, so make a circle on the picture you like best. If you do not like any of the three pictures, choose the one you would do for only a very short time.

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Turn the page and begin.

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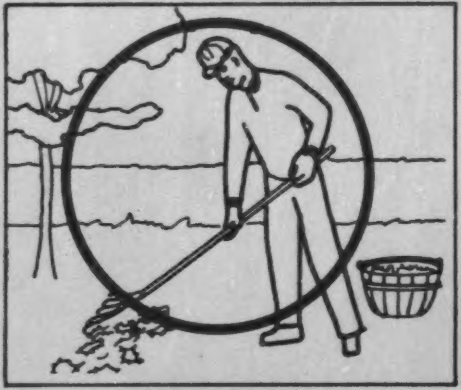

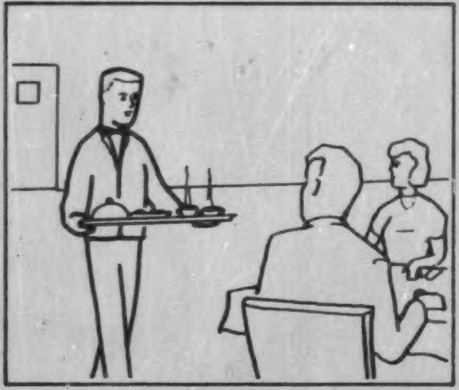

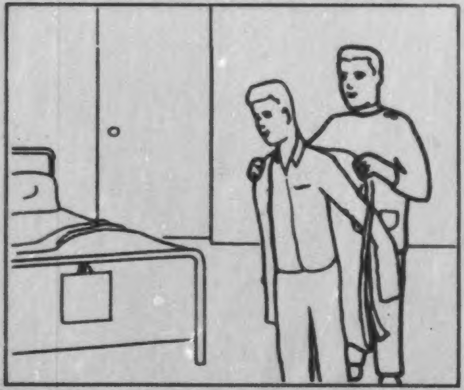

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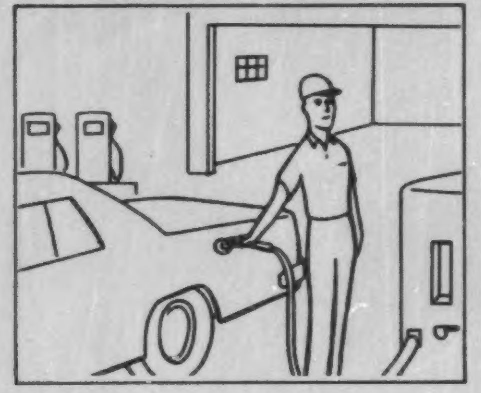

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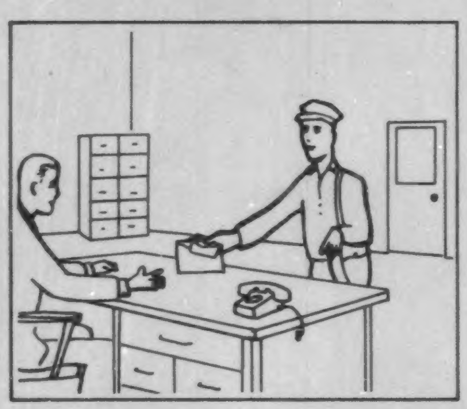

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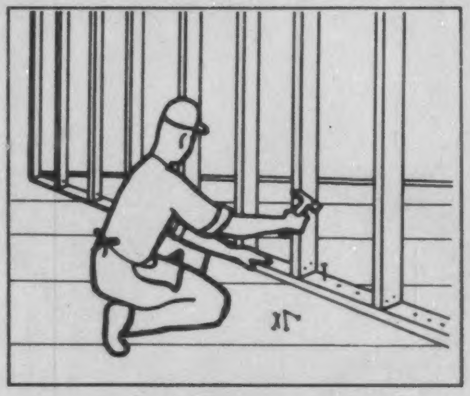

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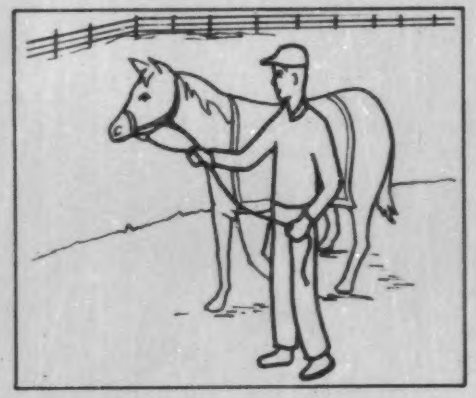

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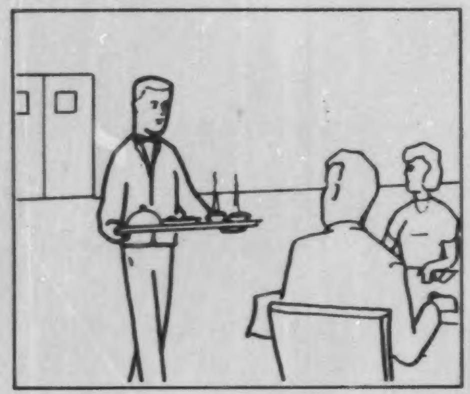

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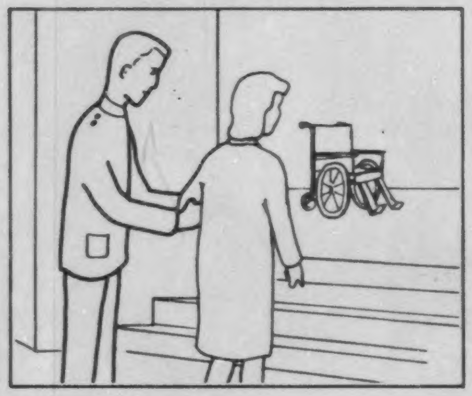

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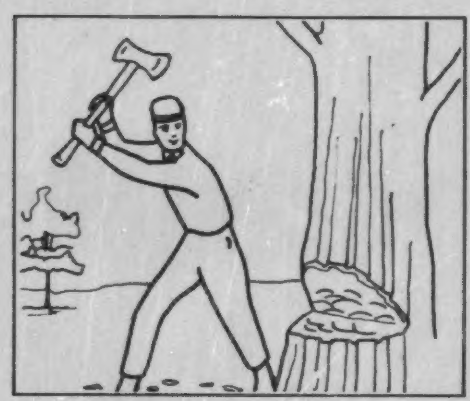

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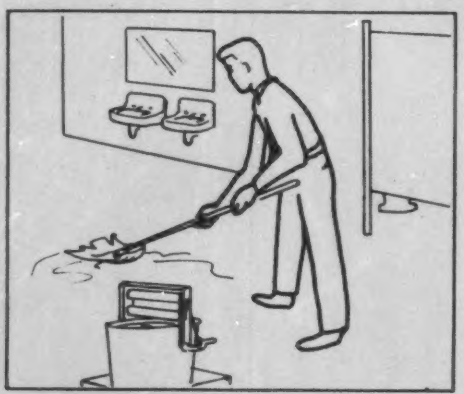

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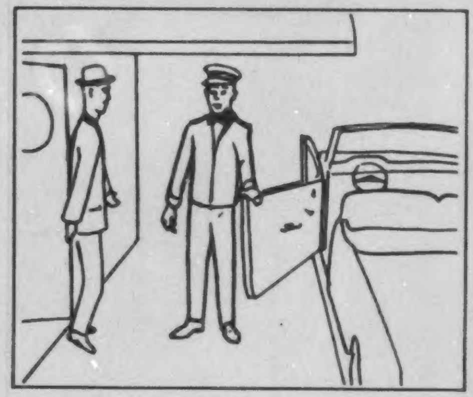

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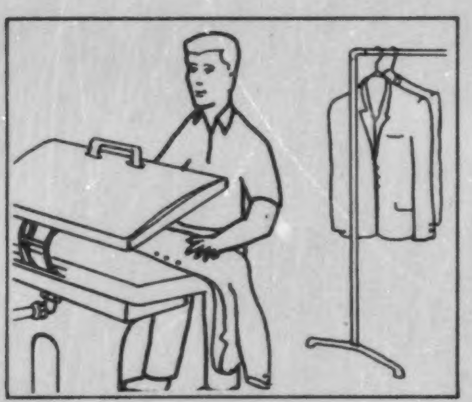

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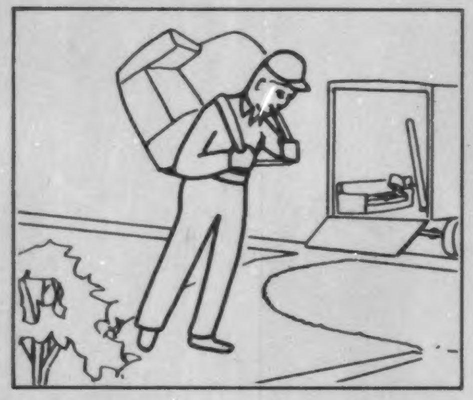

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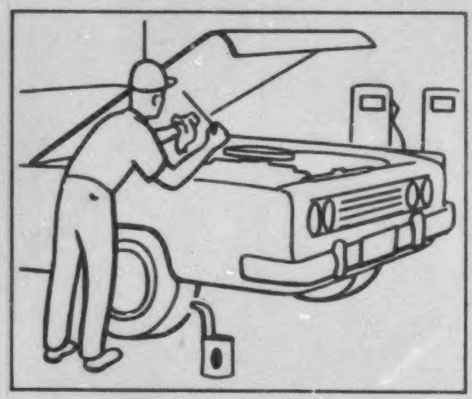

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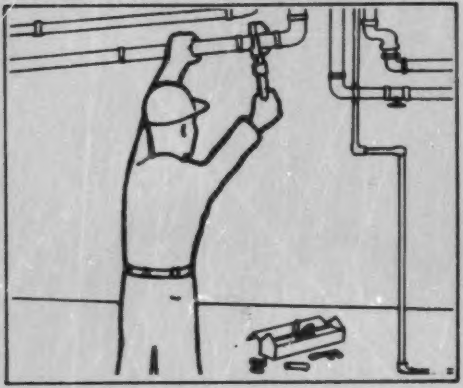
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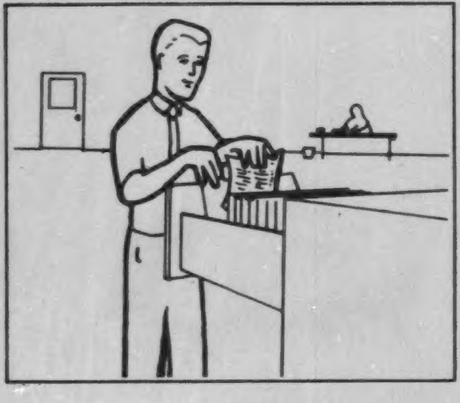
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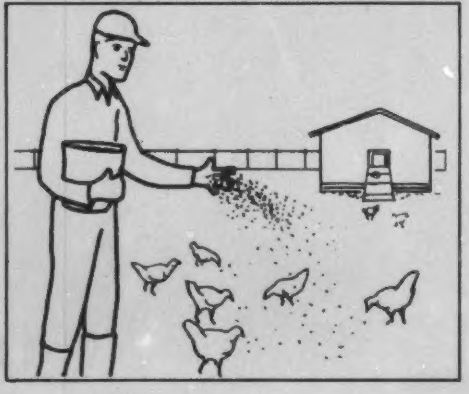
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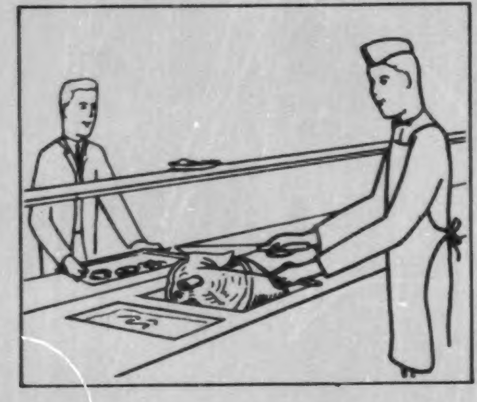
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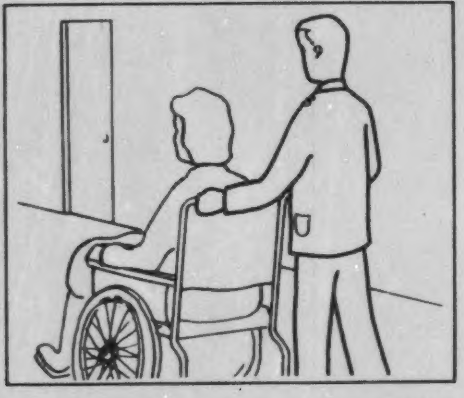
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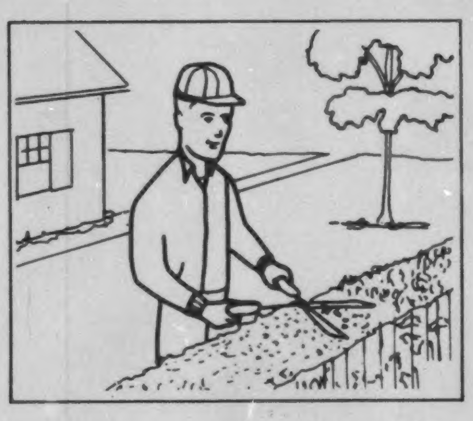
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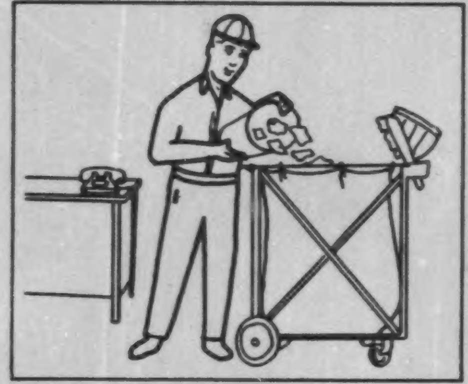

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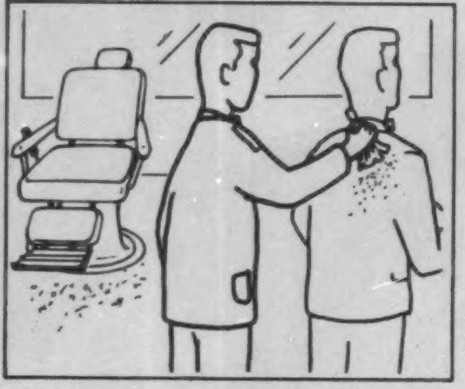

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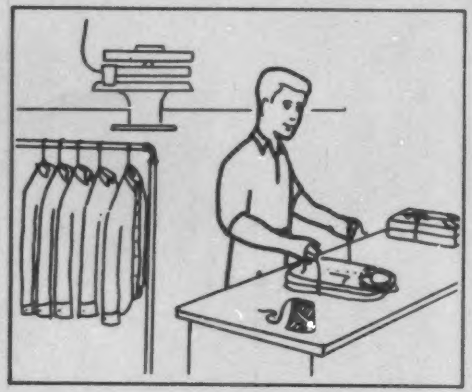

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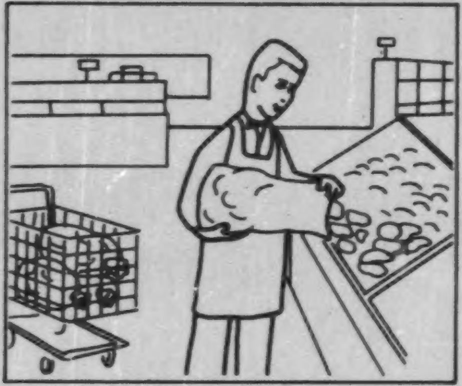

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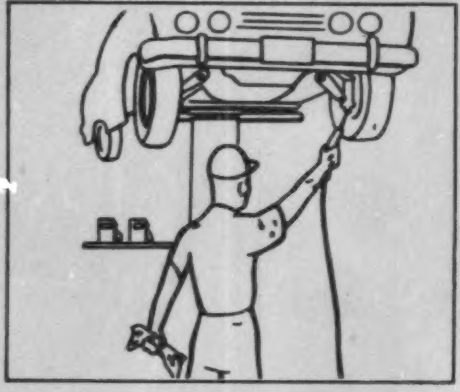

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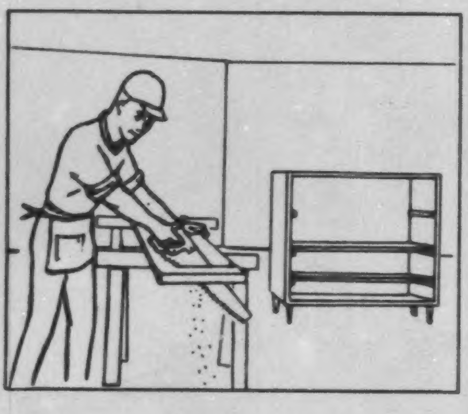

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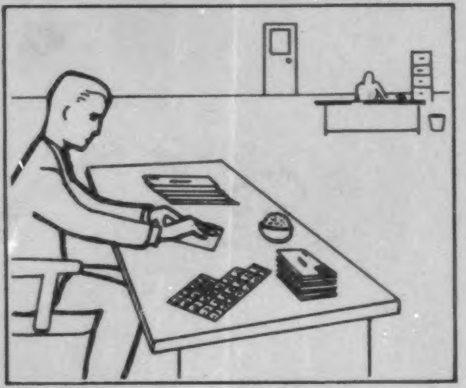
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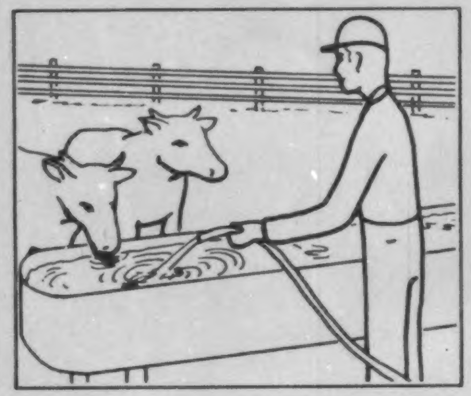
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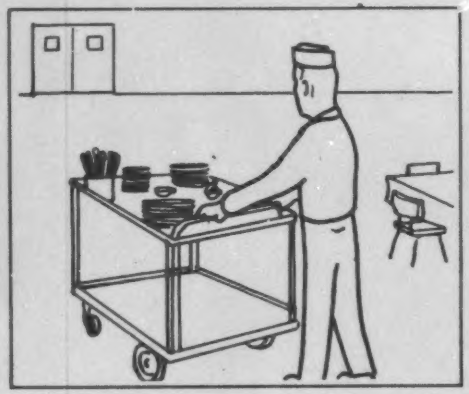
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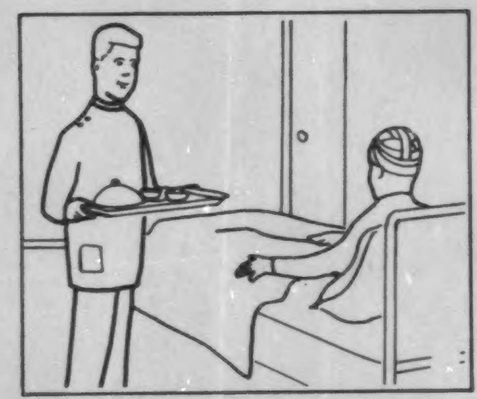
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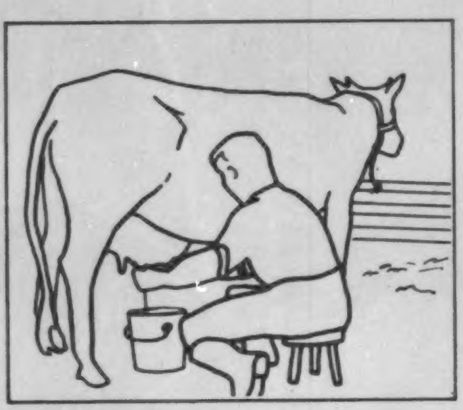
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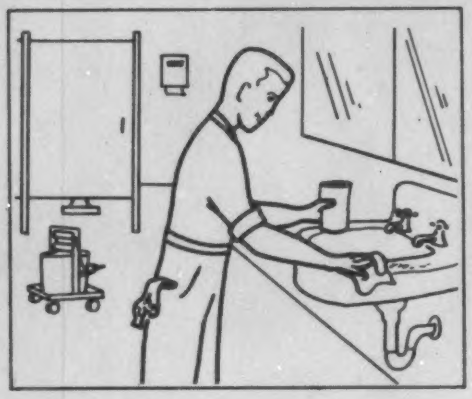
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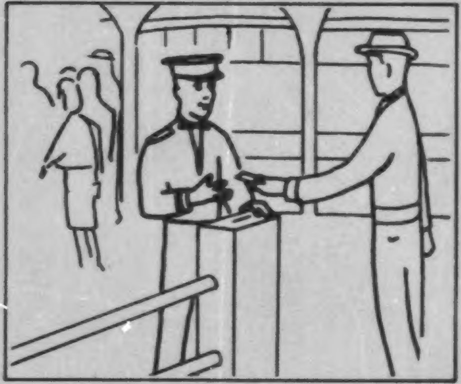

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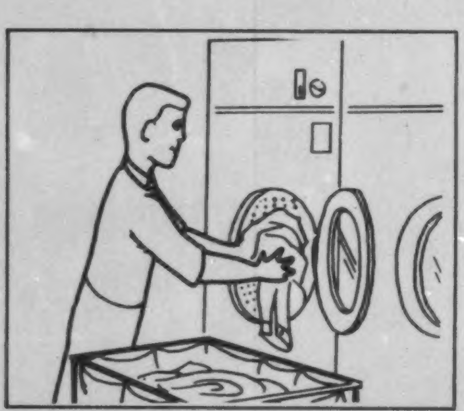

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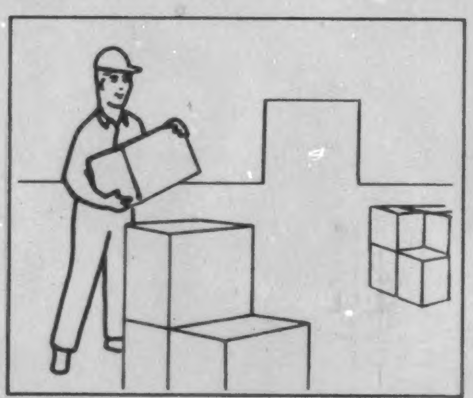

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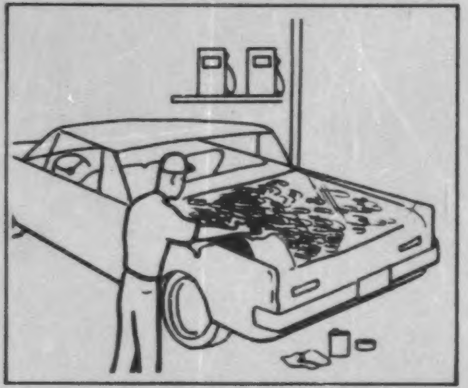

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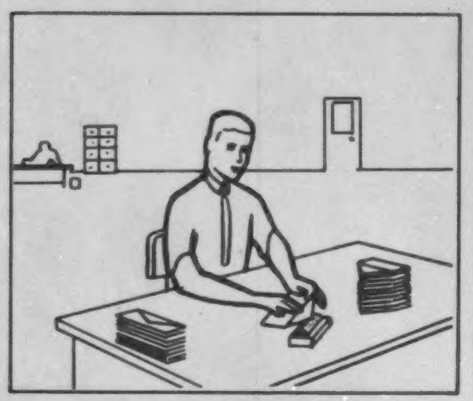

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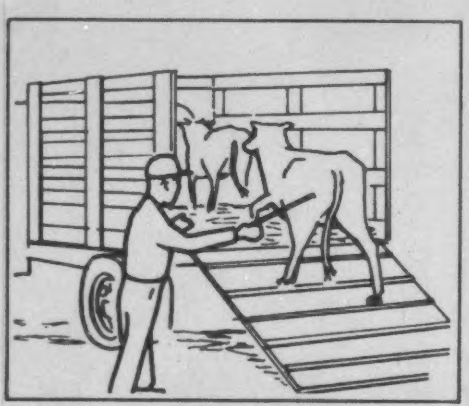

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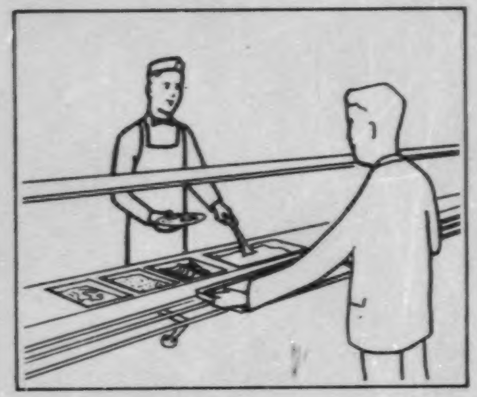

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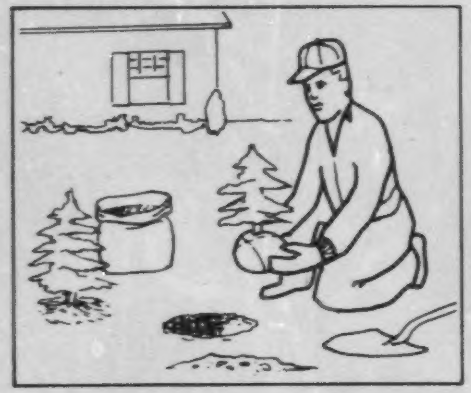

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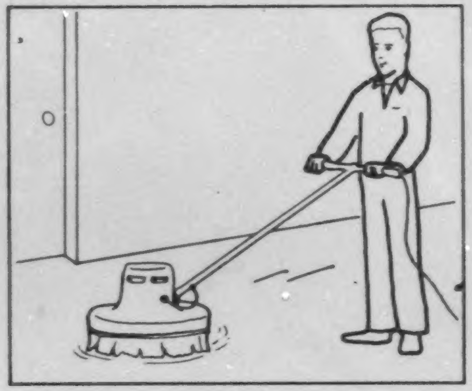

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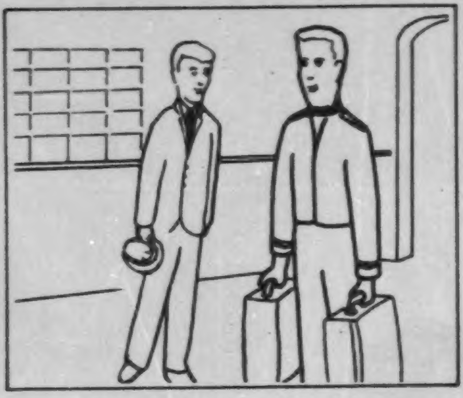

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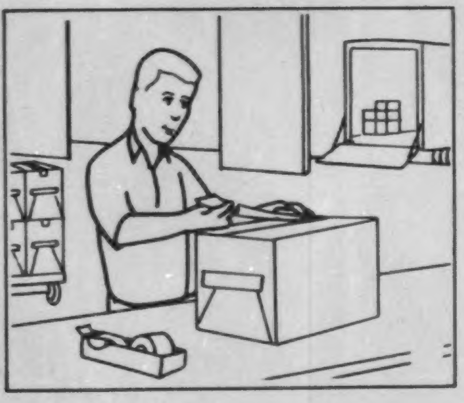

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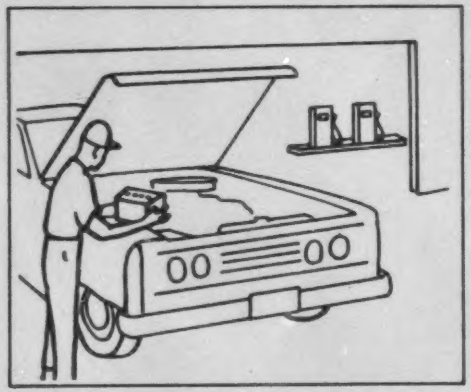

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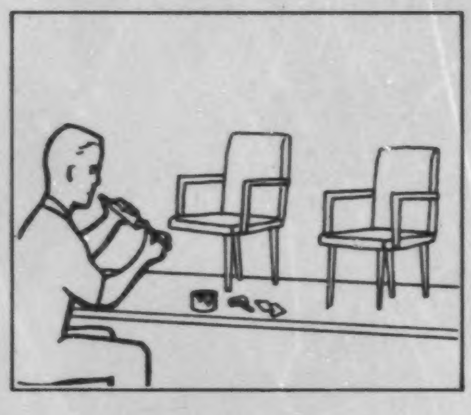

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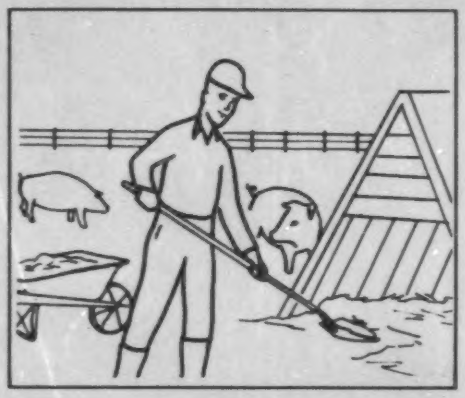

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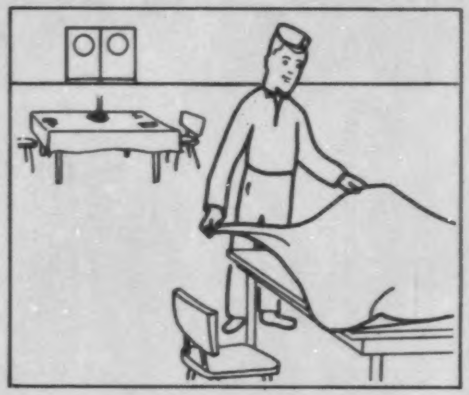

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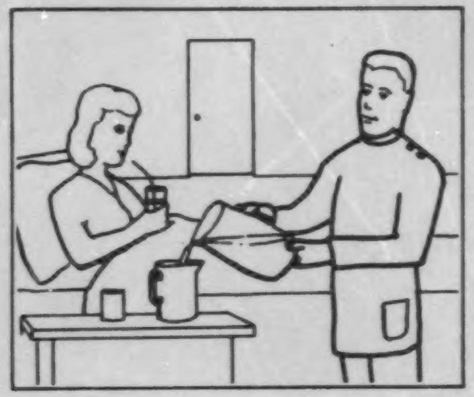

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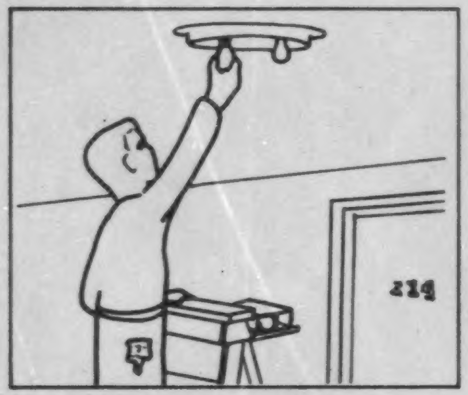

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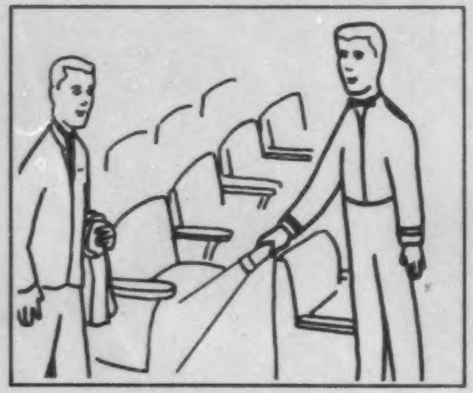

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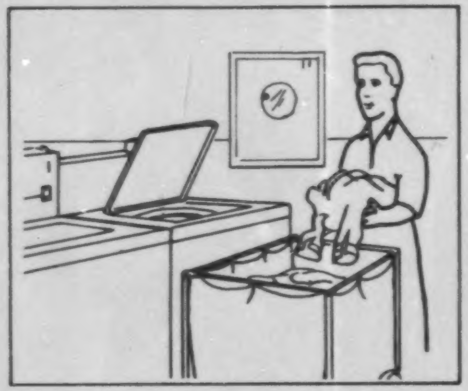

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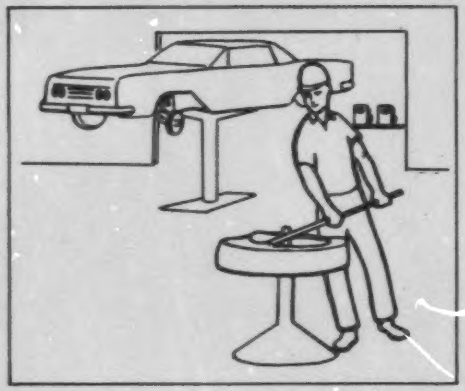

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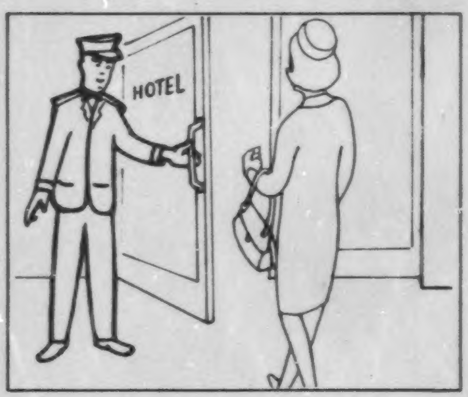

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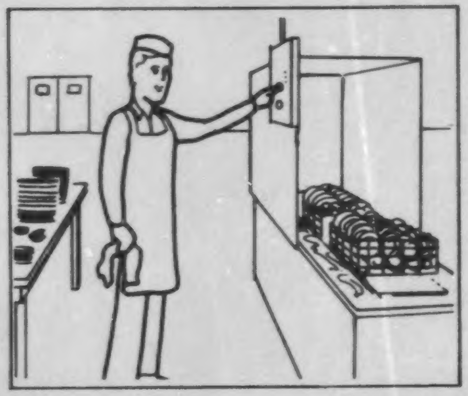

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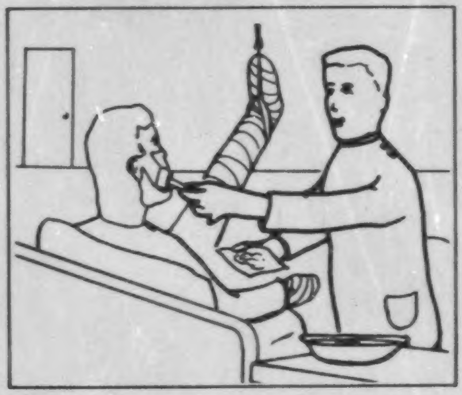

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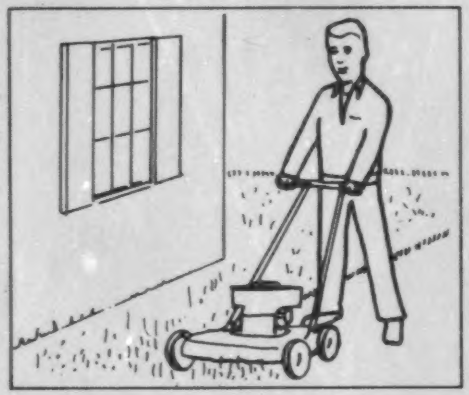

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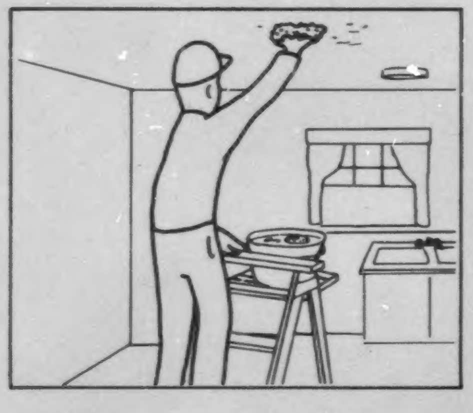
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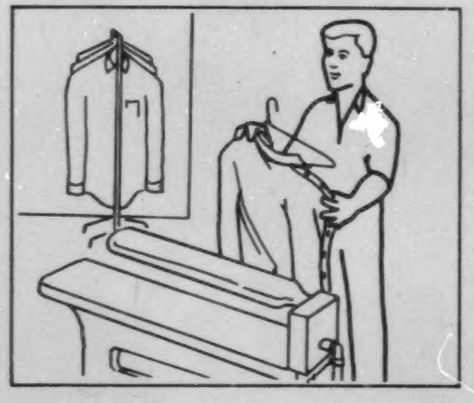
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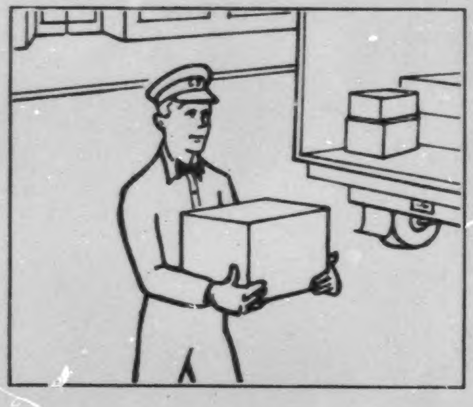
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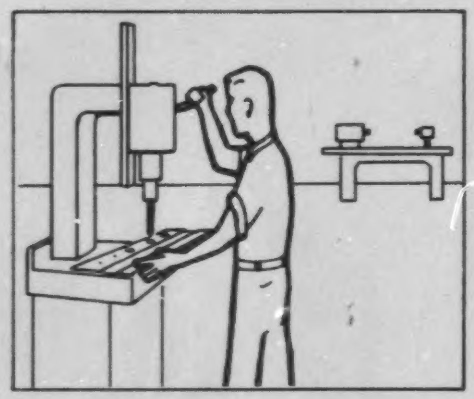
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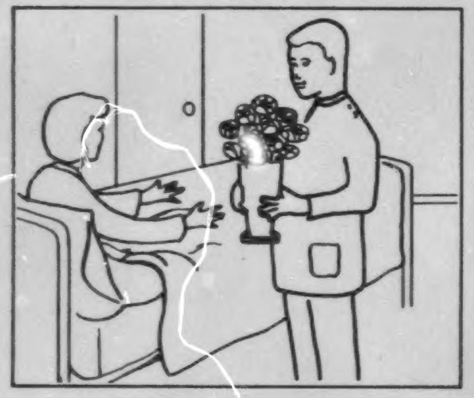
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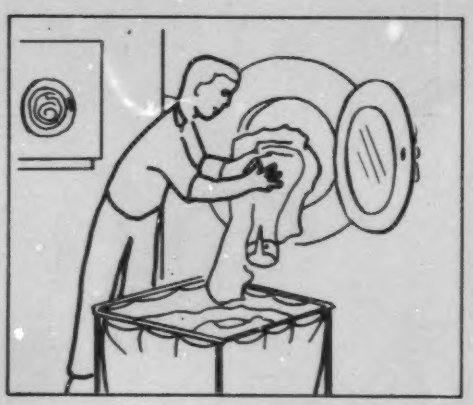
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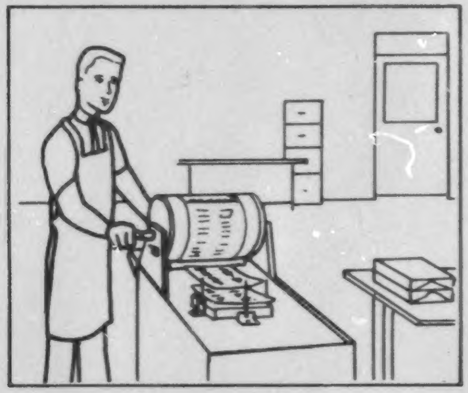

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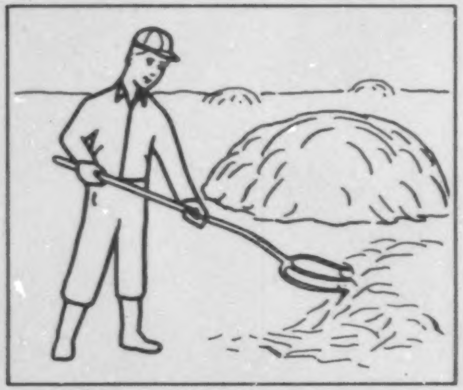

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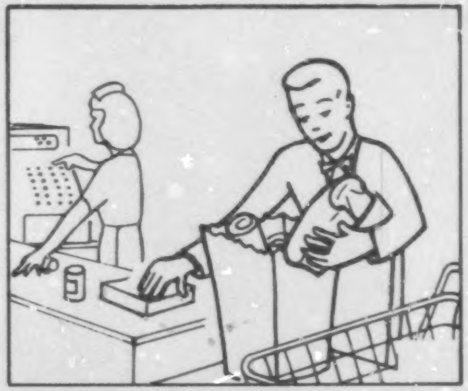

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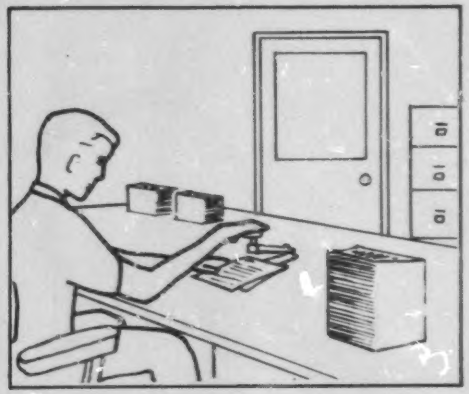

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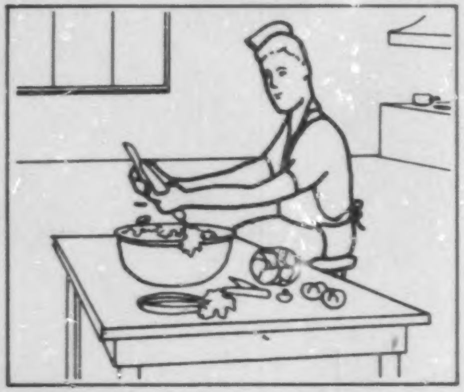

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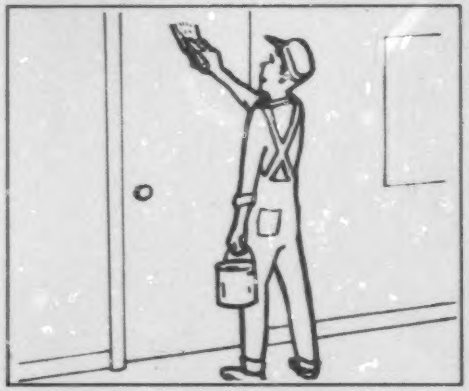

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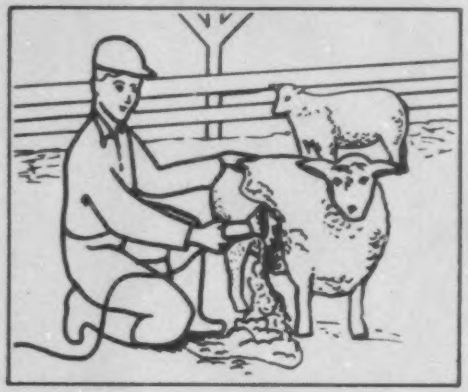
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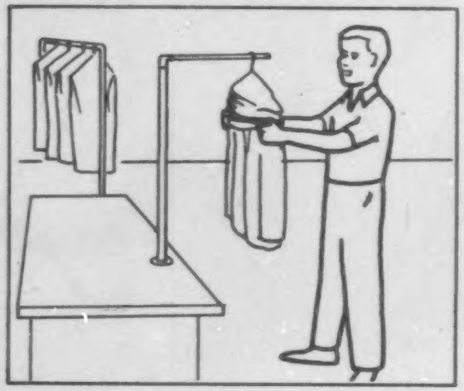
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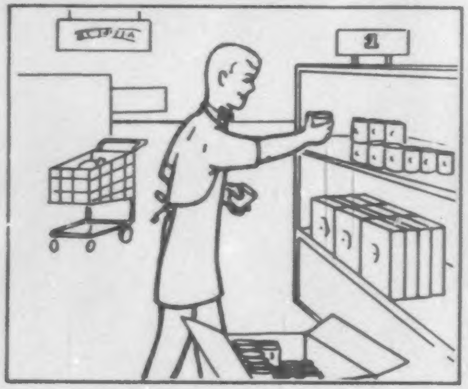
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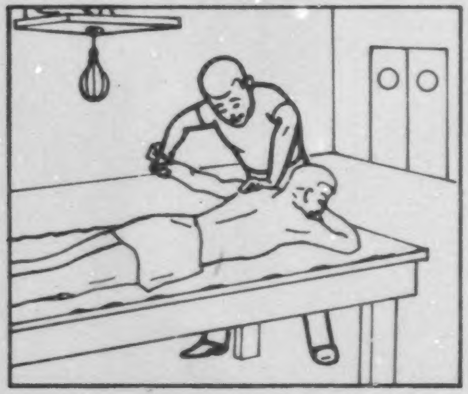
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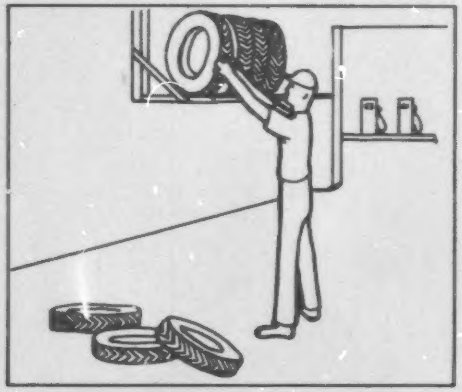
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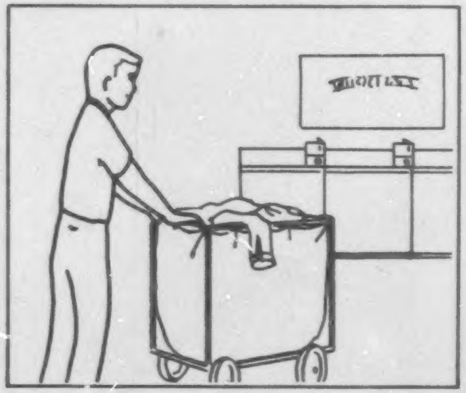
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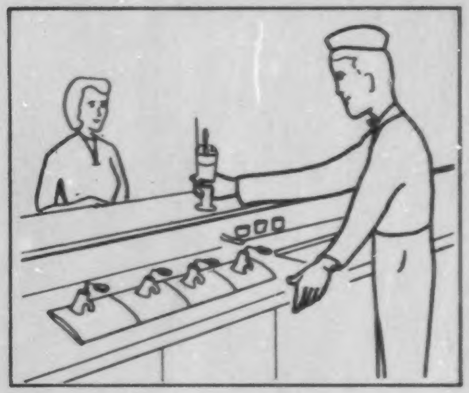

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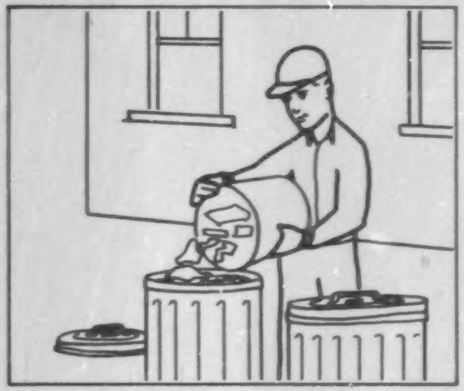

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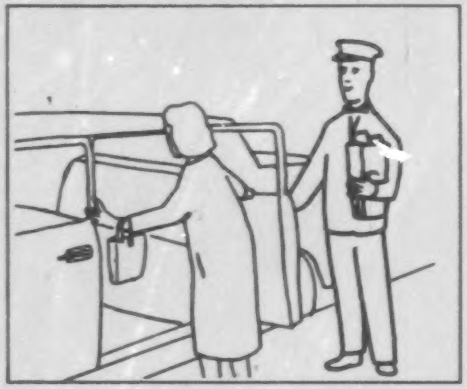

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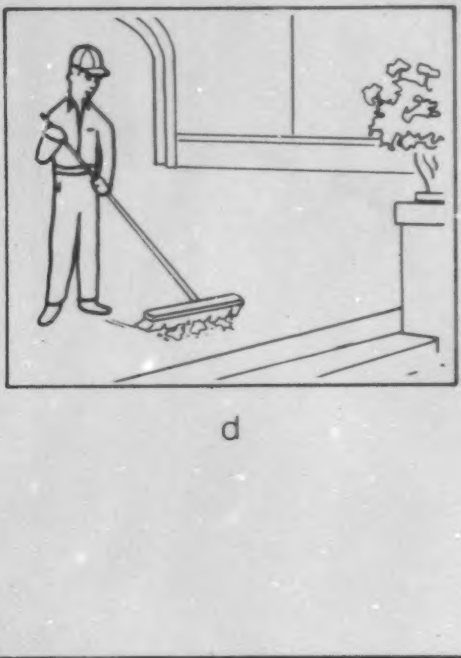

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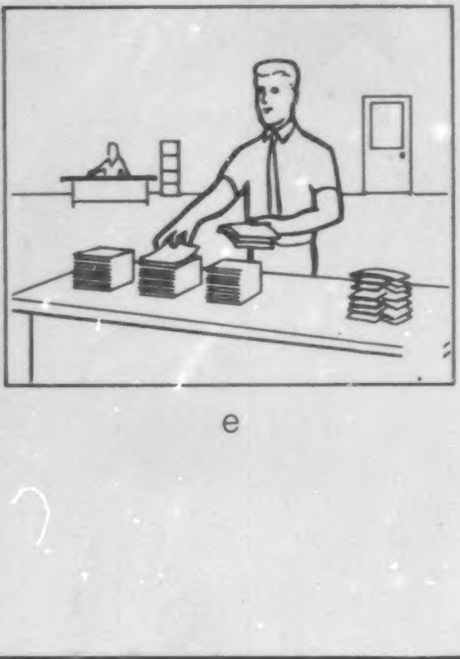

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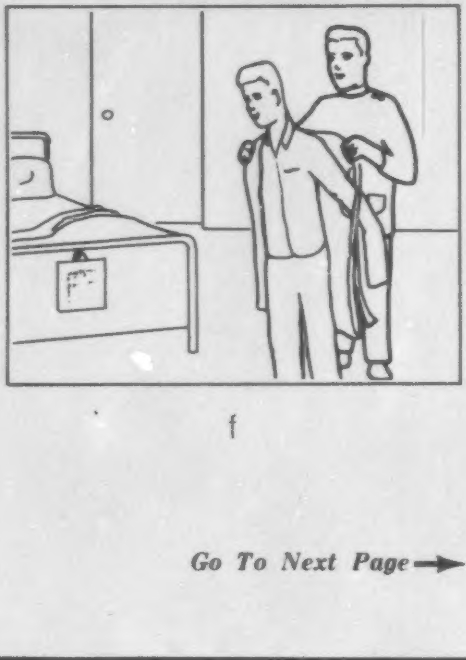

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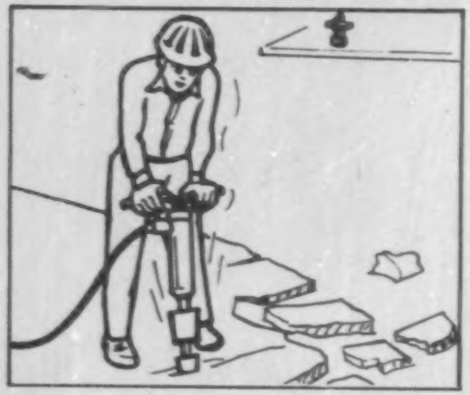

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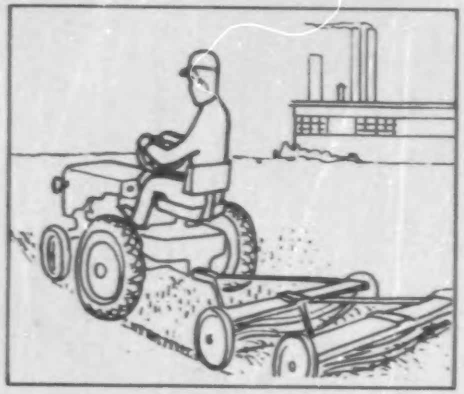

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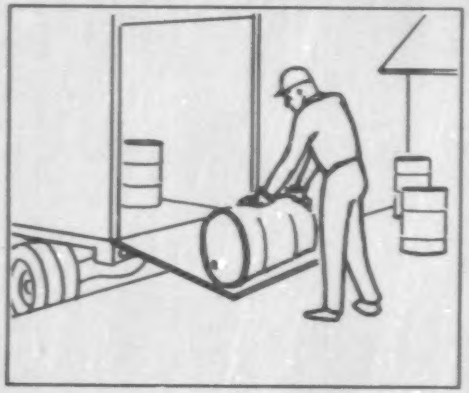

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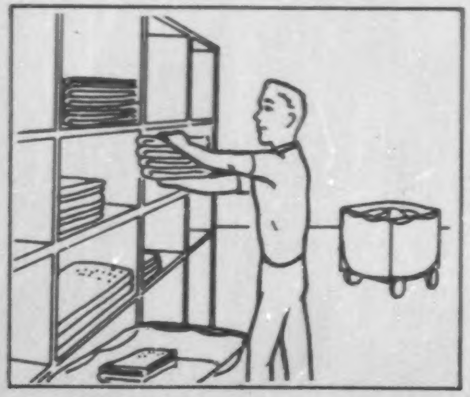

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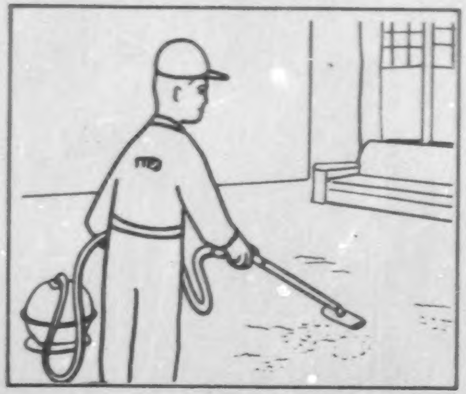

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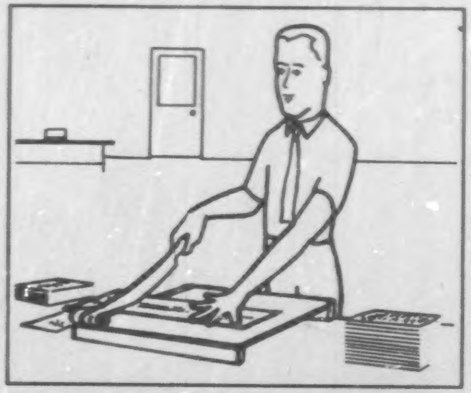

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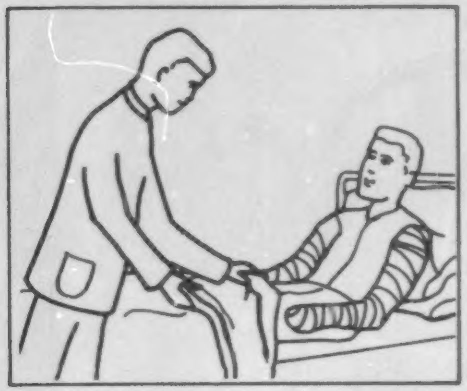
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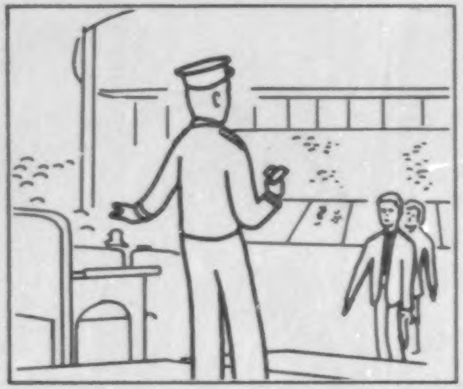
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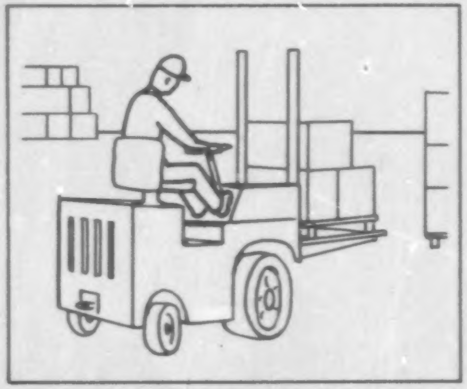
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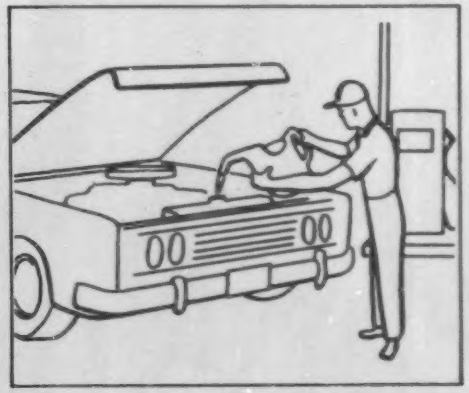
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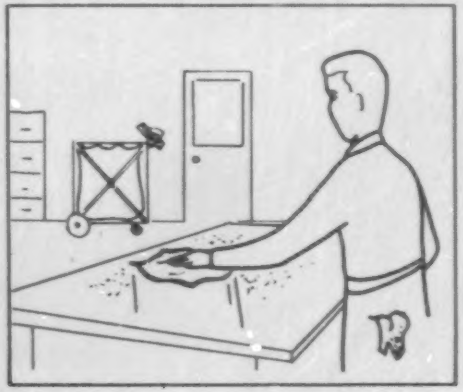
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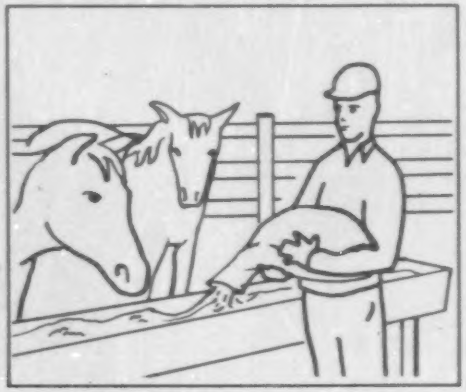
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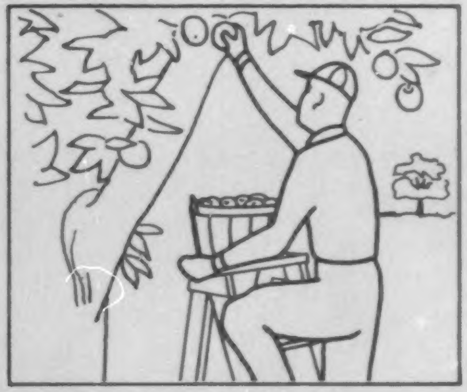

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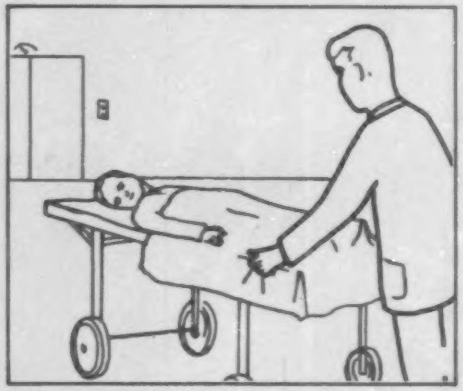

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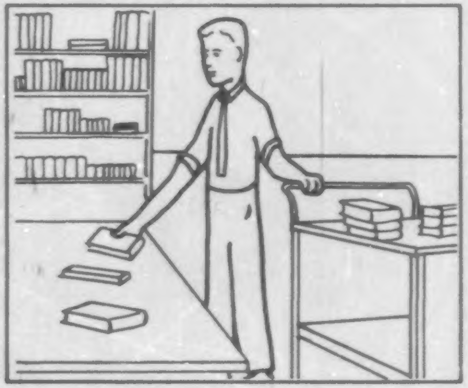

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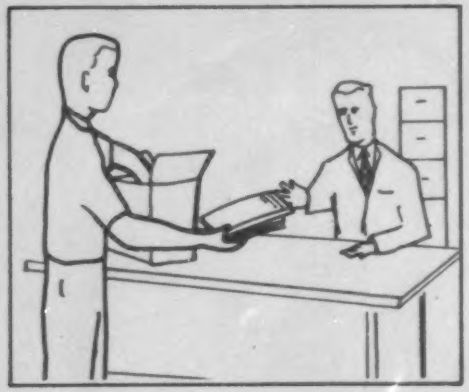

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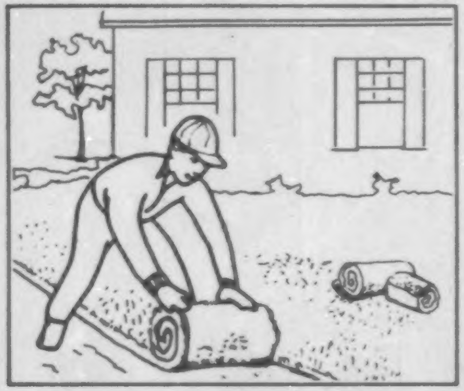

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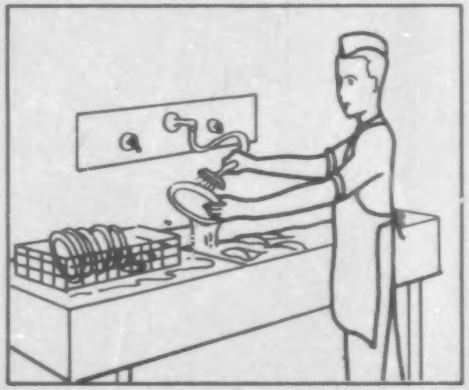

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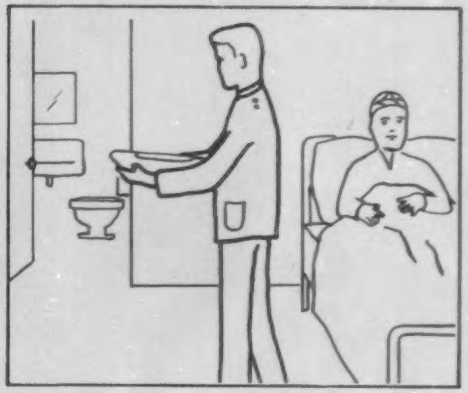
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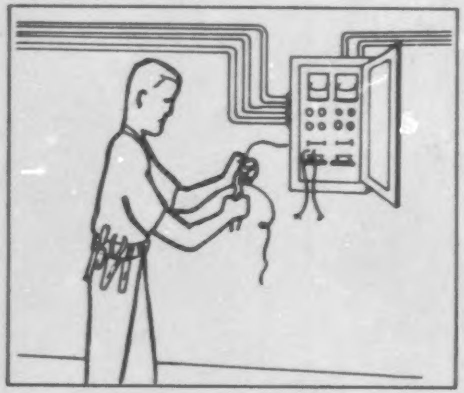
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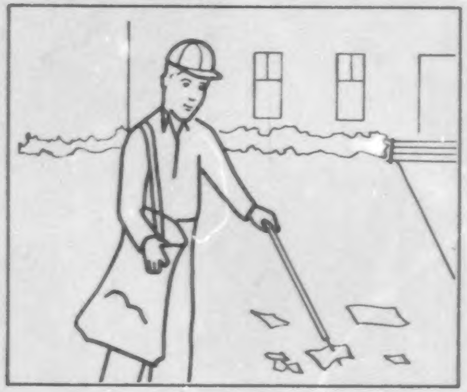
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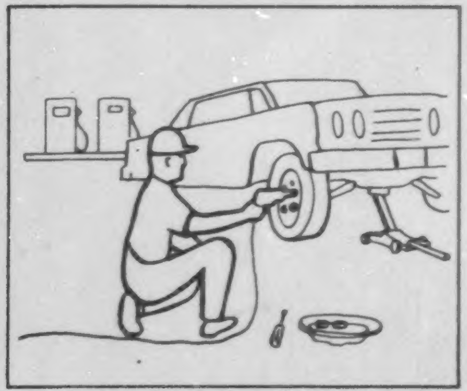
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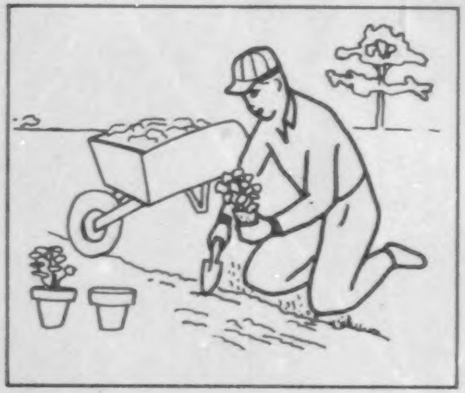
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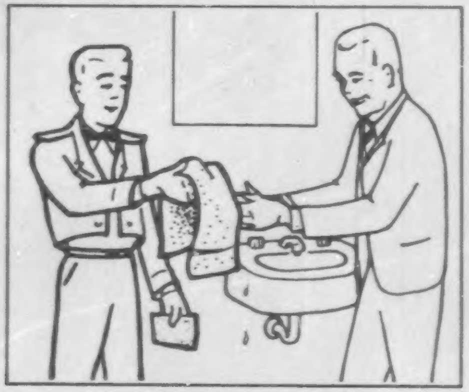
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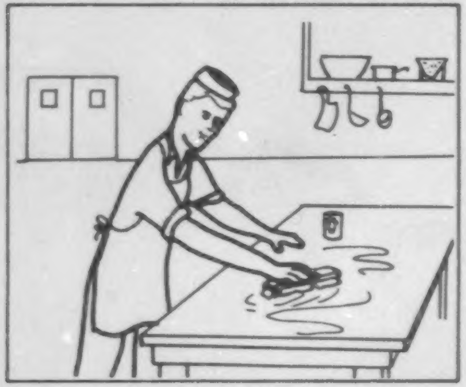

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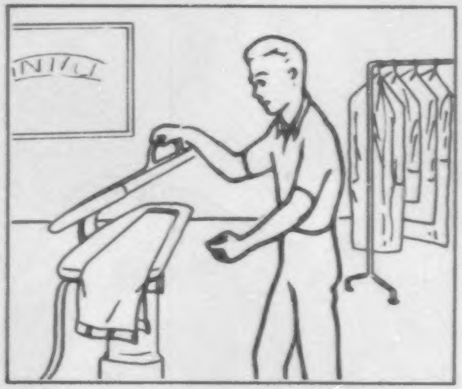

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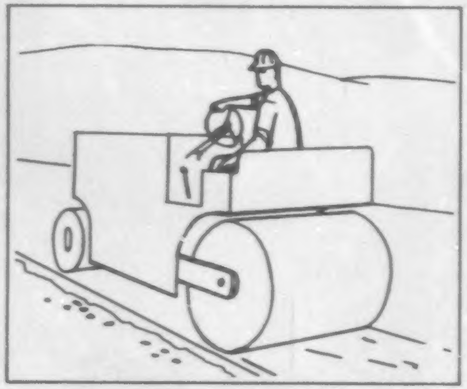

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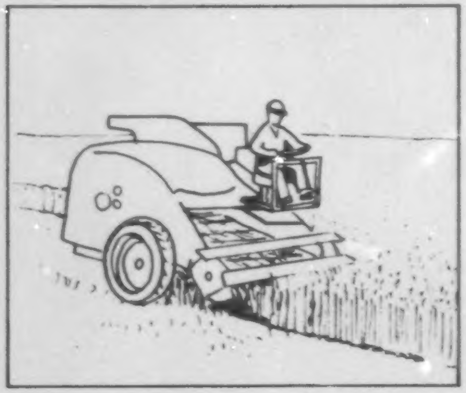

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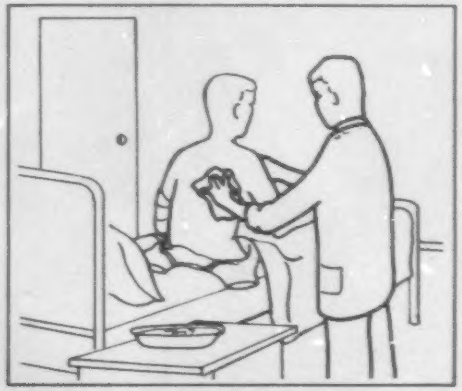

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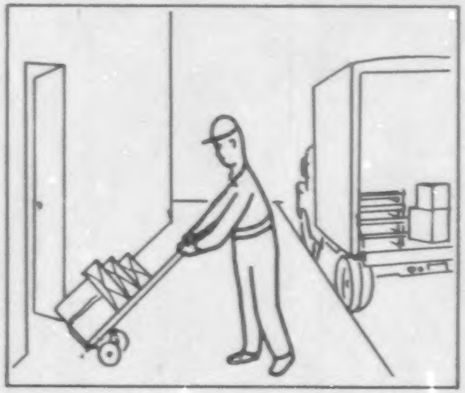

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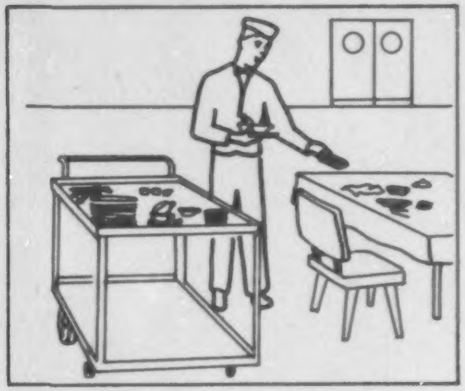

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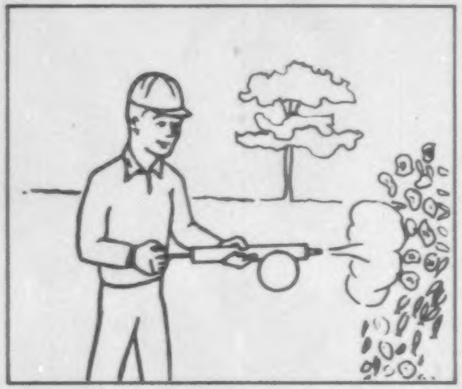

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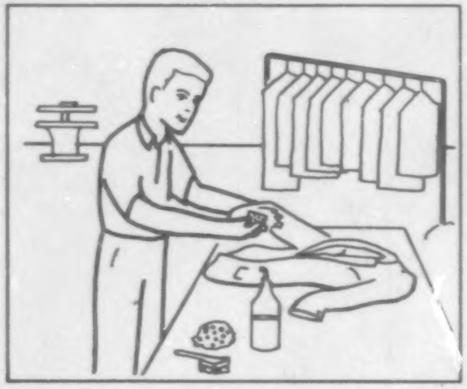

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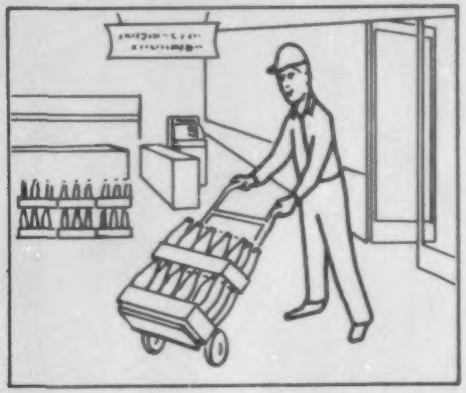

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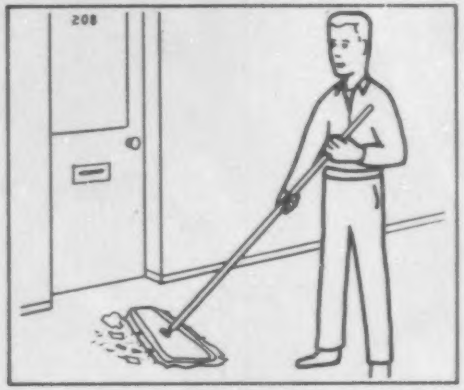

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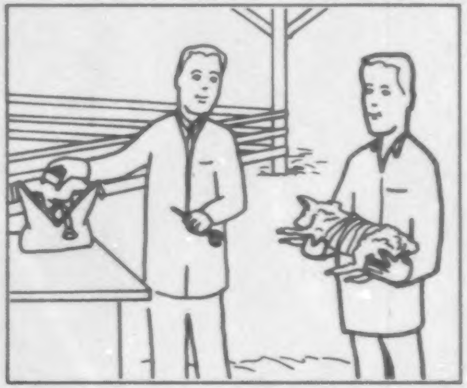

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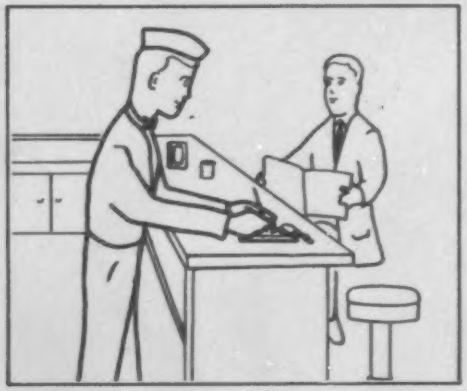
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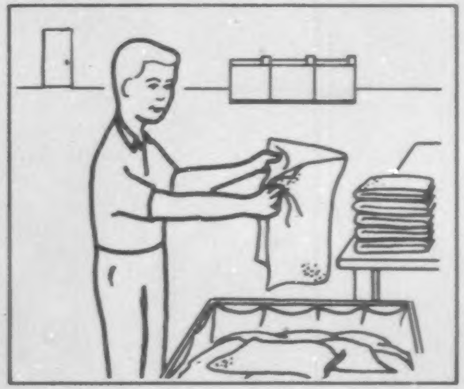
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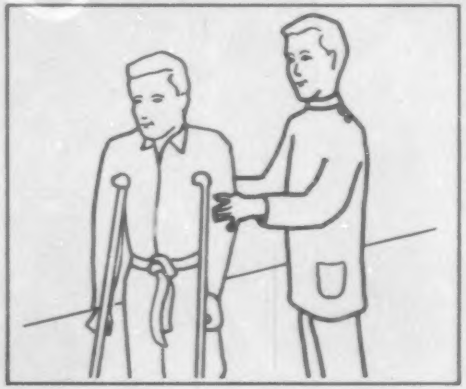
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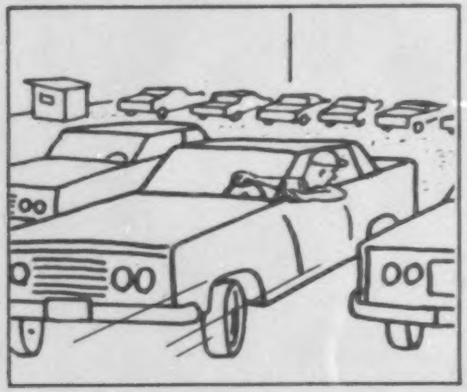
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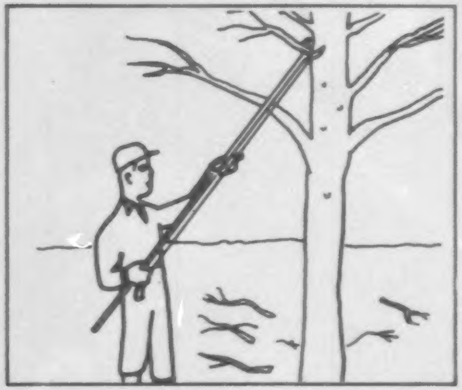
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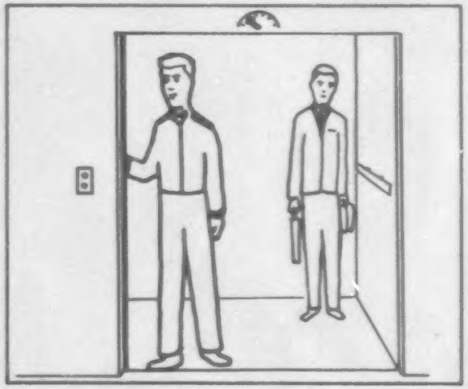
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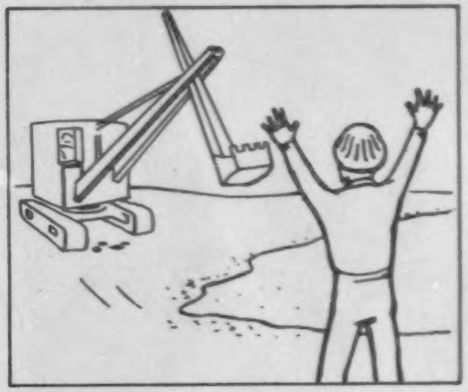

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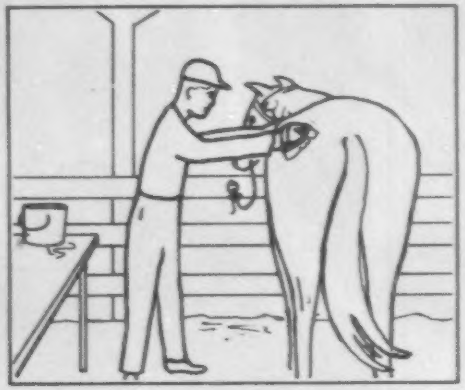

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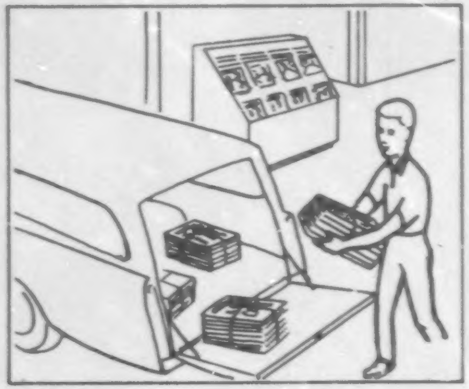

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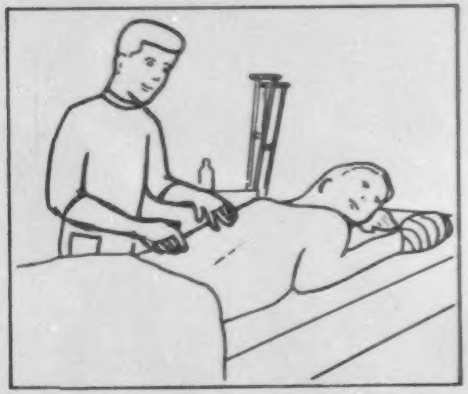

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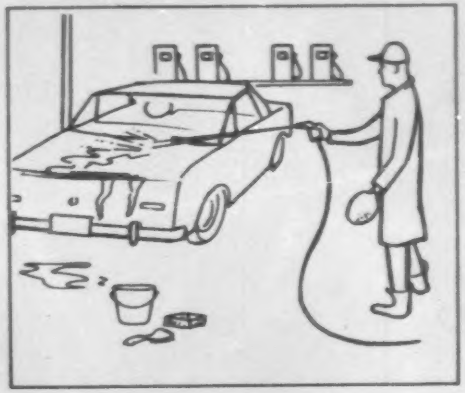

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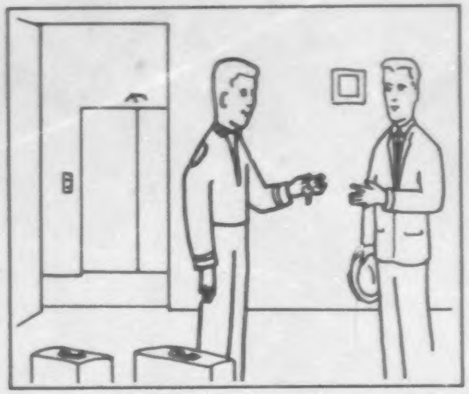

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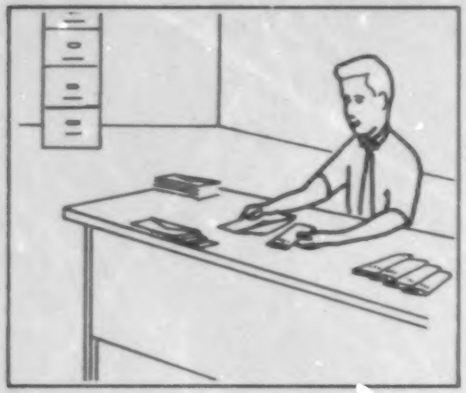
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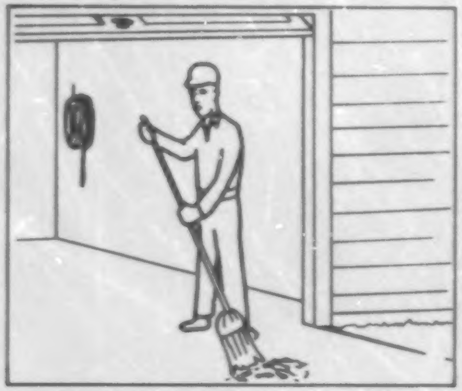
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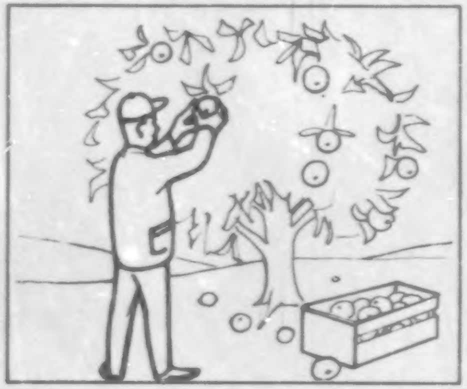
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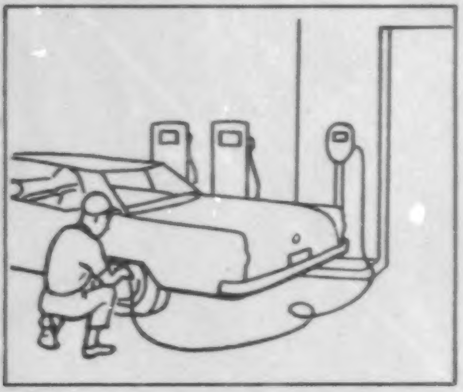
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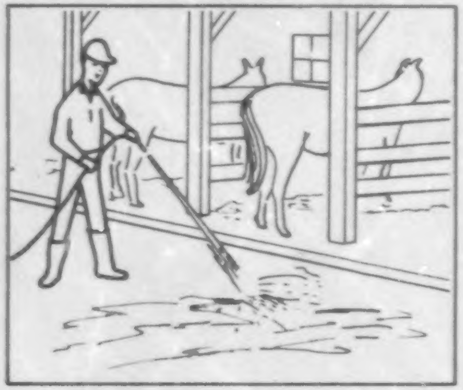
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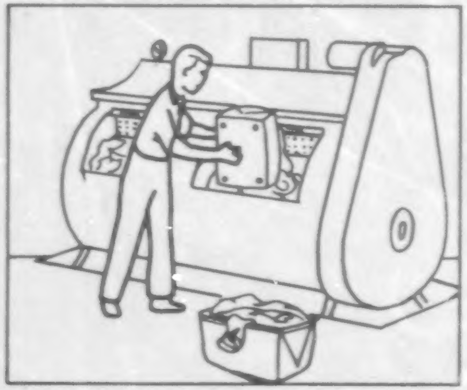
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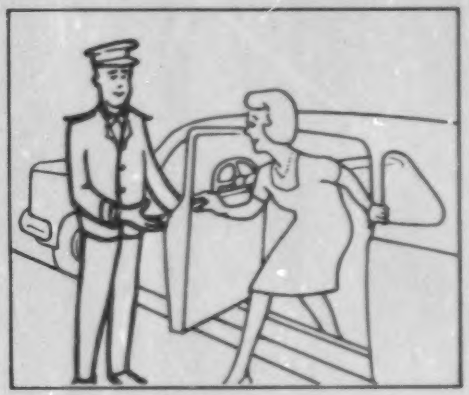

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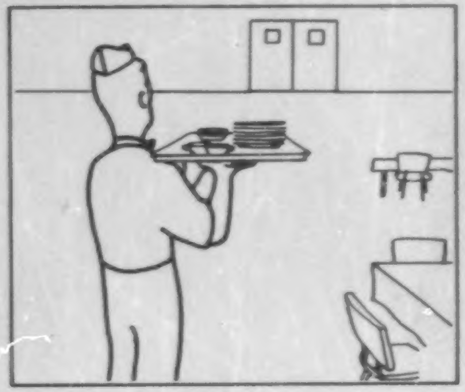

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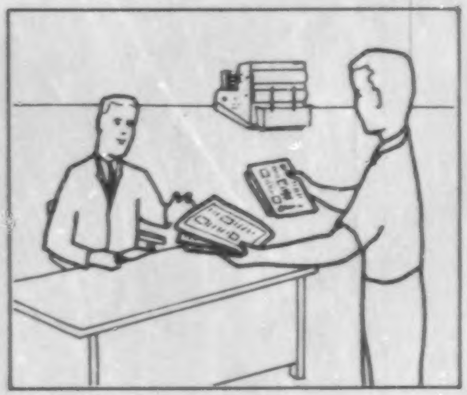

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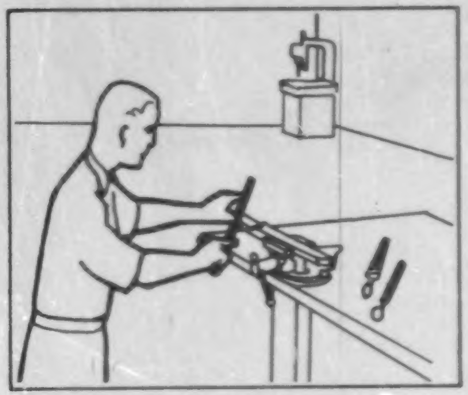

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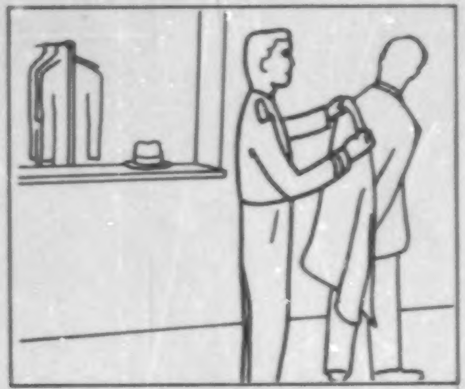

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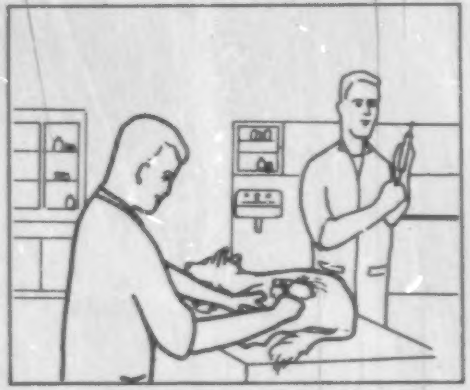

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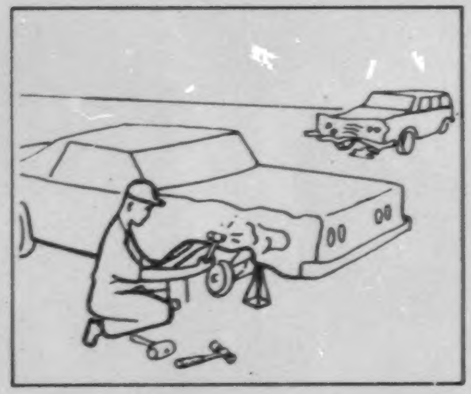

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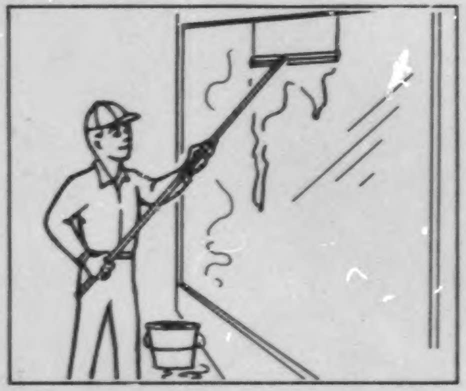

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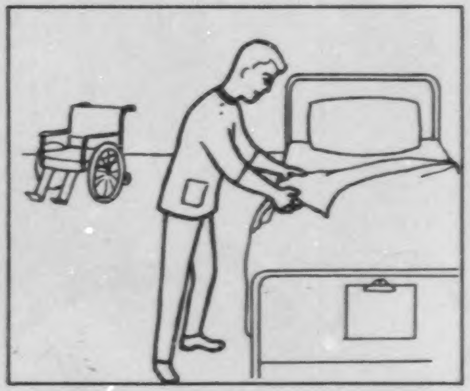

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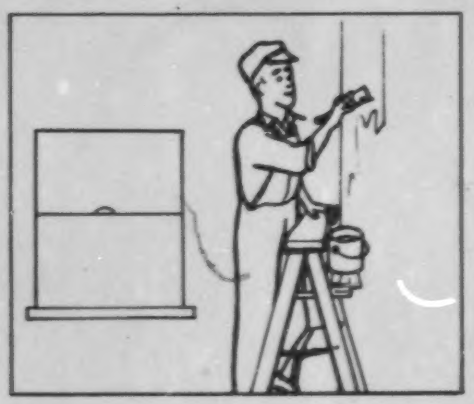

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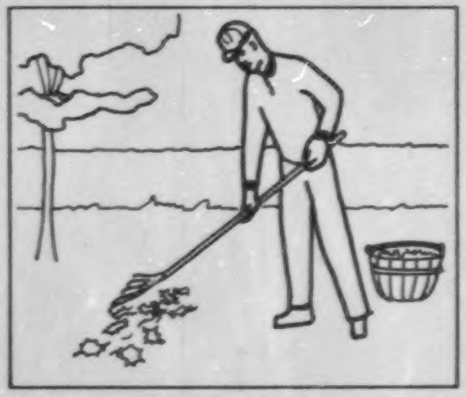

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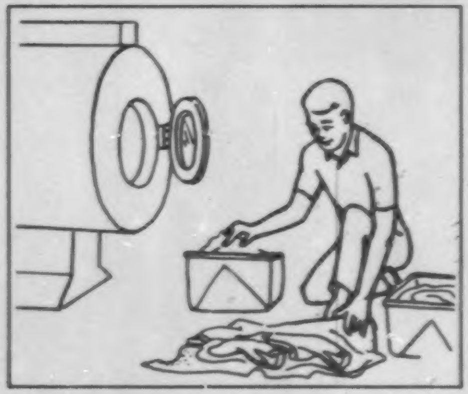

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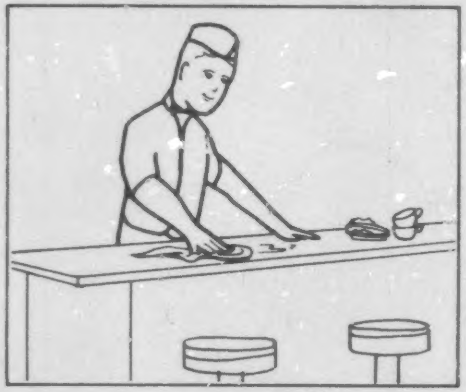

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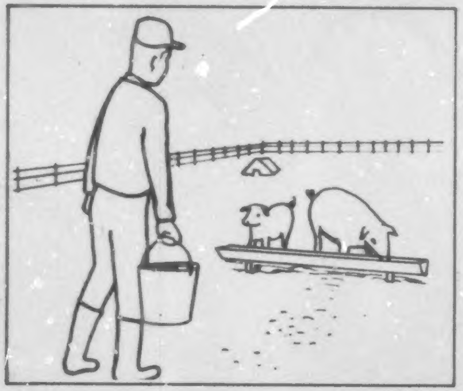

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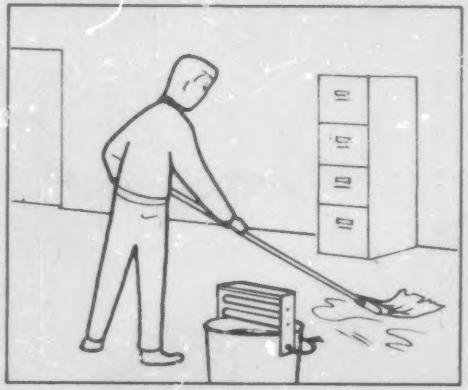

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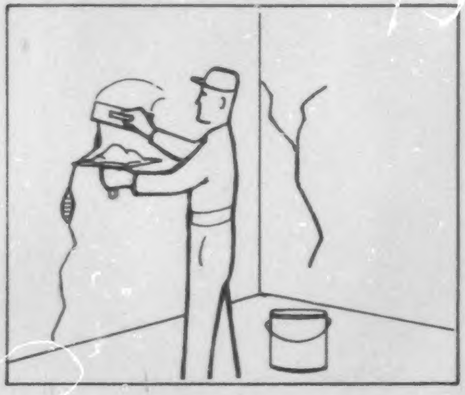

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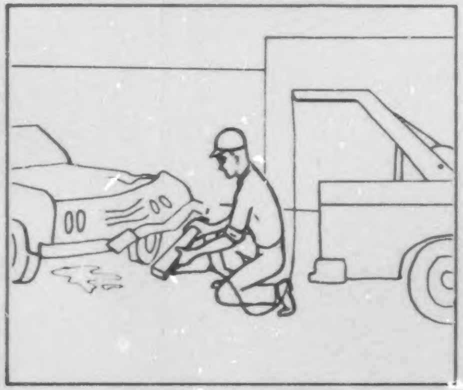

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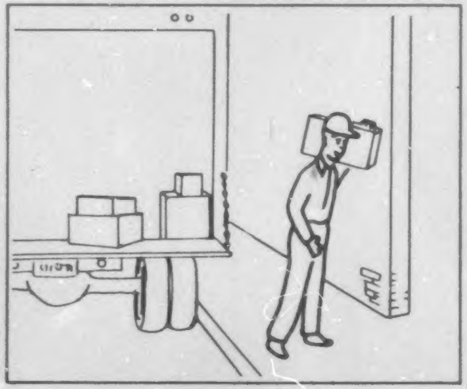

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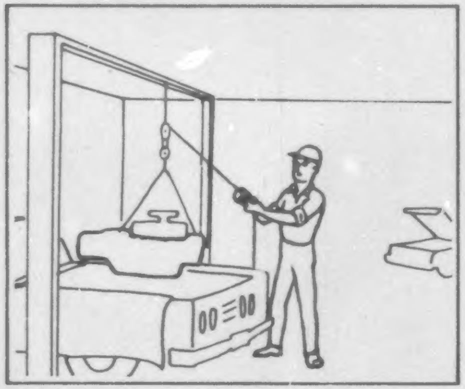

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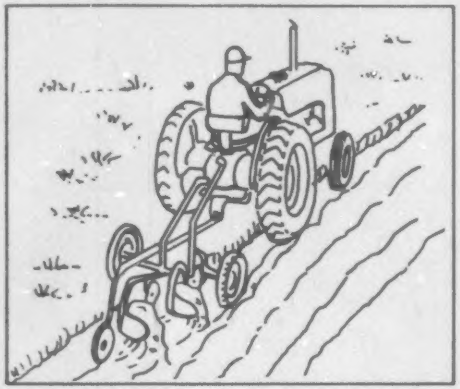

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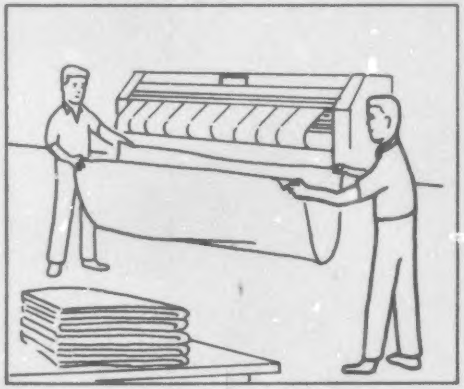

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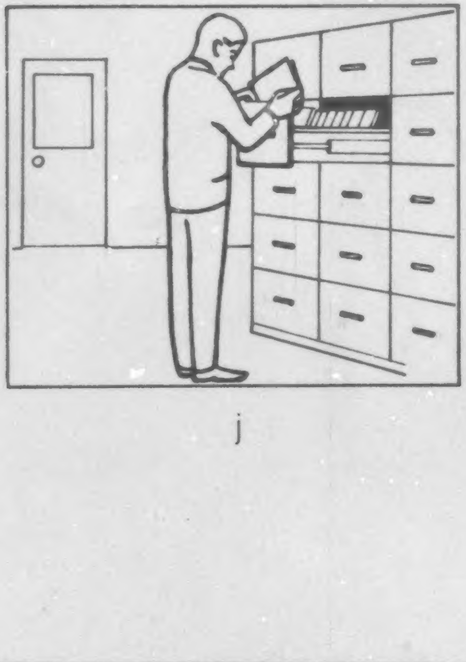

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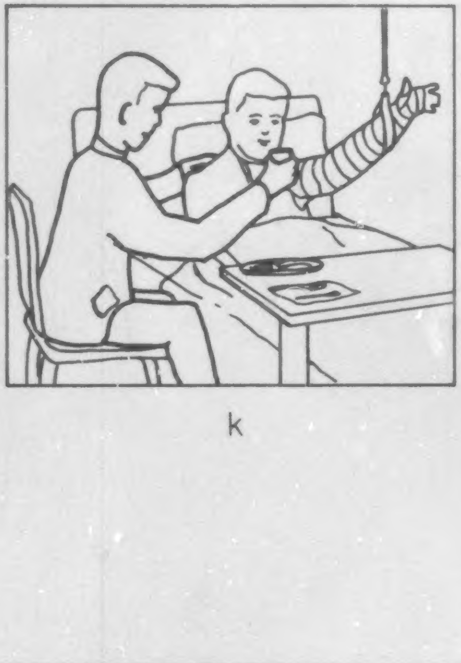

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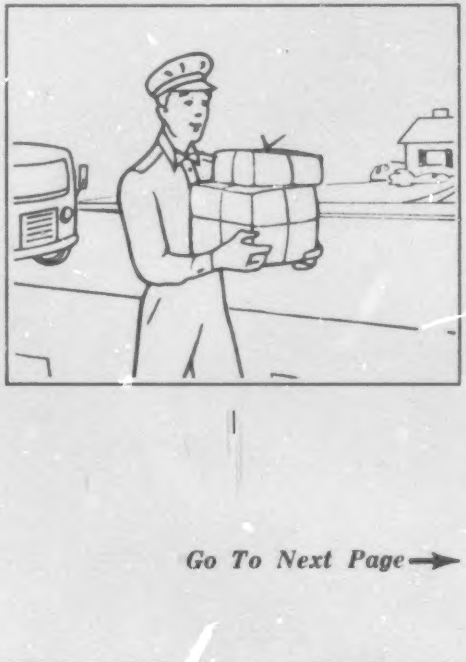

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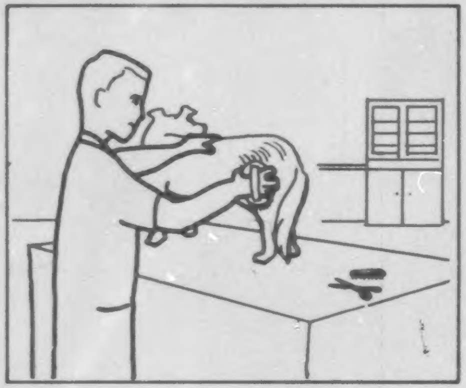

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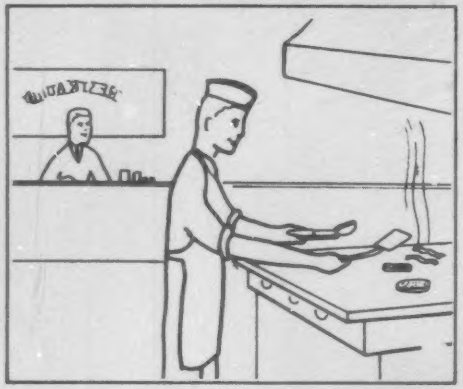

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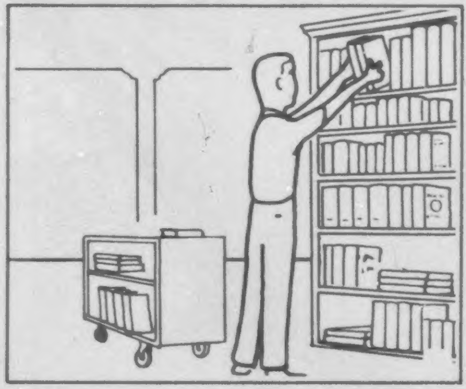

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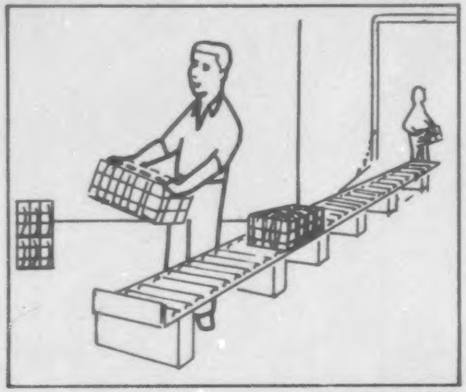

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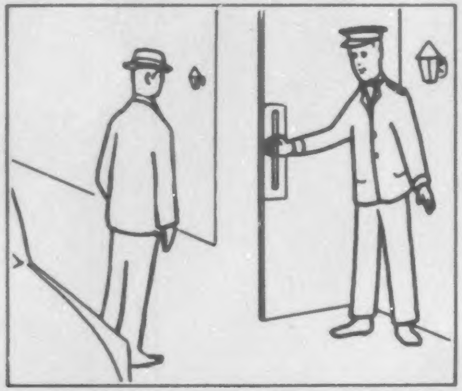

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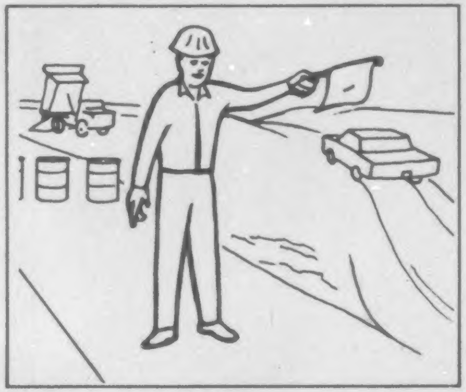

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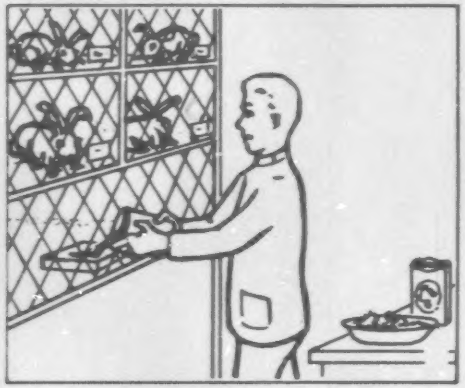

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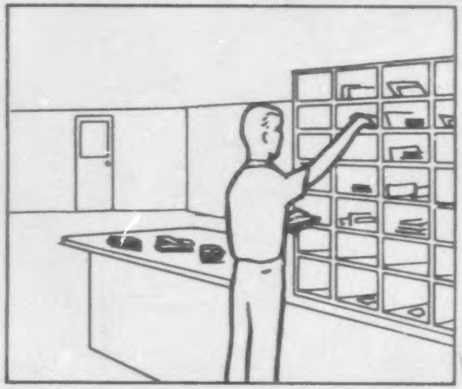

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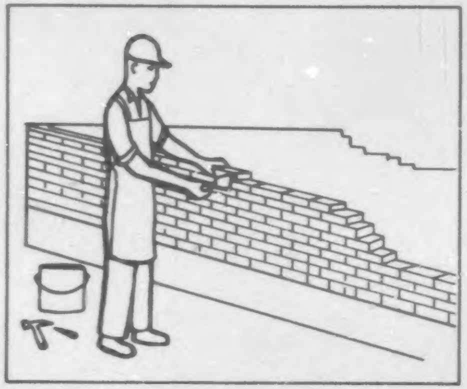

v

STOP

AAMD-BECKER

READING-FREE VOCATIONAL INTEREST INVENTORY: MALE

Instructions for completing the Score Sheet and Profile Sheet may be found in the Manual of Directions

Ⓜ

SCORE SHEET

	A	B	C	D	E	F	G	H	I	J	K
1	a	c	b								
2		d		d	e	f					
3		g			h		g	h	i		
4	l									j	k
5		m	n	o							m
6					p	r	s				
7								t	u	v	
8	x	y							w		w
9			a	b	c						
10				e		d		f			
11									g	h	i
12	j		k	l	j						
13					m		n	o			
14	s								p	r	r
15		t		u	v						
16		x				w		x	y		
17	b							b	c	a	
18					d	e	f				
19								g		h	i
20		j				k				l	
21		m	m				n				o
22		s	p		r			s			
23				t						u	v
24	x								w	y	
25					a			b	c		
26			e			f		d			
27		g					h				i
28			l					k		j	j
29		o				m			n		o
30	p			s				r		r	
31			v			u	t				v
32			w		y		x				
33		b				a		c			
34	d						e		f		
35		i			g			g		h	
36						k	j				l
37					m		n		m	o	
38				s				r			p
39					t	v		u		u	
40	w						x		y		
41		a		b							c
42	c					d	e		f		
43			g		g		i	h			
44	j			k						l	
45			o		n				m		
46		p	s	s					r		p
47	t					v		u			
48		w					x			y	
49				b	a			c	a		
50	e	d									f
51	g						h			i	
52			j			k	l				l
53			o	m	n						
54		s							r		p
55		v	u	t							
TOTAL											
	A	B	C	D	E	F	G	H	I	J	K

Raw Score

______ A

______ B

______ C

______ D

______ E

______ F

______ G

______ H

______ I

______ J

______ K

Fold to this line

Fold in, on this line

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INDIVIDUAL PROFILE SHEET

Ⓜ

Last Name ______________________ First ______________________ Date ______________

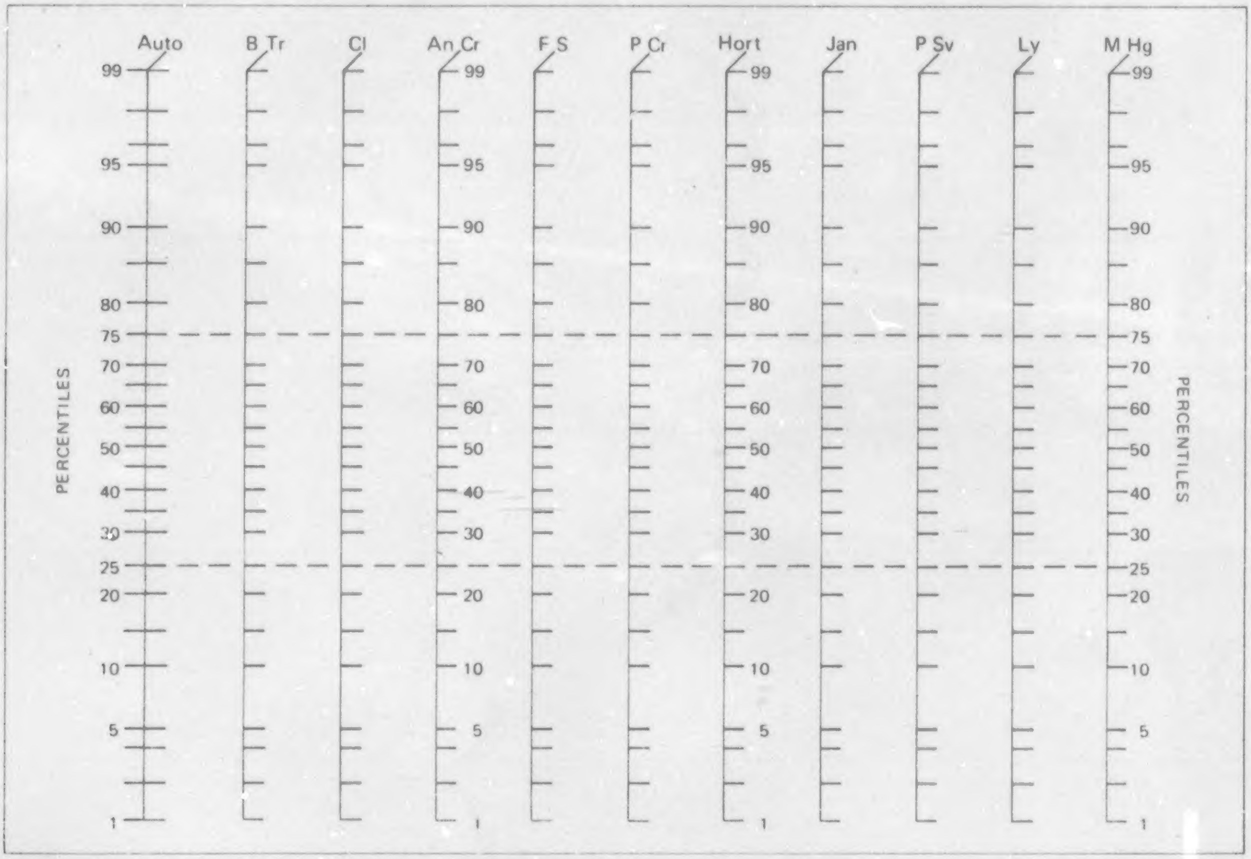
Grade ____________ Age: ________ yrs. ________ mos. Date of Birth ______________

School ______________________ City ______________________ State ______________

Male Norms Used (circle): **Public School – Residential School – Composite**

Key Letter	Raw Score	T Score	Percentile
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			

Interest Area	Symbol	Interest High	Interest Low
Automotive	Auto		
Building Trades	B Tr		
Clerical	Cl		
Animal Care	An Cr		
Food Service	F S		
Patient Care	P Cr		
Horticulture	Hort		
Janitorial	Jan		
Personal Service	P Sv		
Laundry Service	Ly		
Materials Handling	M Hg		



AAMD-BECKER
READING-FREE VOCATIONAL INTEREST INVENTORY: FEMALE

Devised by Ralph L. Becker

Ⓕ

Last Name ______ First Name ______ Date ______

Birthdate ______ Age: ___ Yrs. ___ Mos. ______ Grade (circle one) 9 10 11 12 Other

School or Institute ______ City ______ State ______

HOW TO USE THIS BOOKLET: This is not a test. There are no wrong or right answers. Your answers will tell about the kind of work you like best.

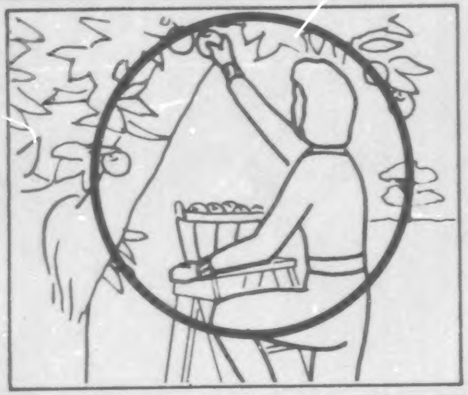
On each page of this booklet there are groups of three pictures in a straight row, just like the three pictures at the bottom of this page. Look at the example, below. If you liked best the picture of picking apples, you would make a big **circle** on this picture, as shown. You can only choose **one** picture of the three, so choose the one you like best.

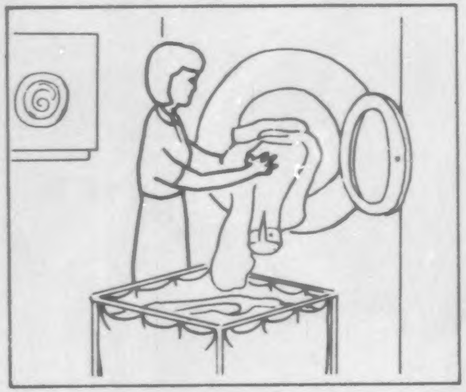
If you like all three pictures, you must decide on only one, so make a circle on the picture you like best. If you do not like any of the three pictures, choose the one you would do for only a very short time.

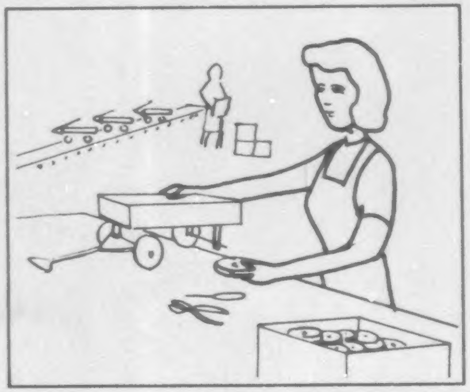
There are 40 rows of pictures of people working at different jobs just like the pictures below. Be sure you **circle one** picture in each group of the 40 rows of pictures.

Turn the page and begin.

EXAMPLE







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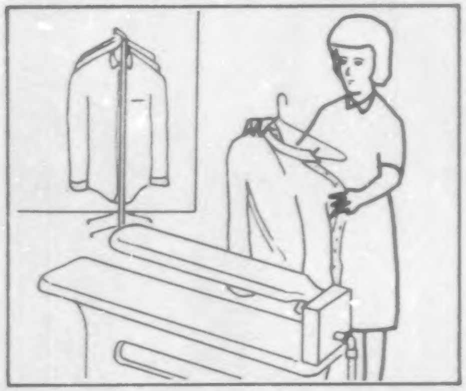

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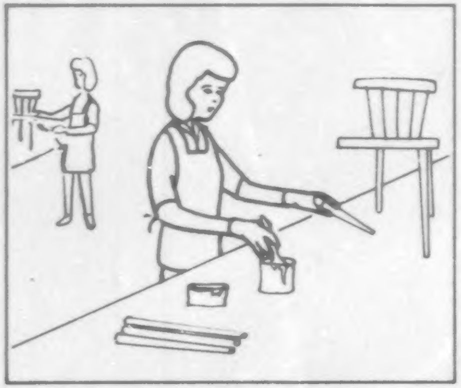

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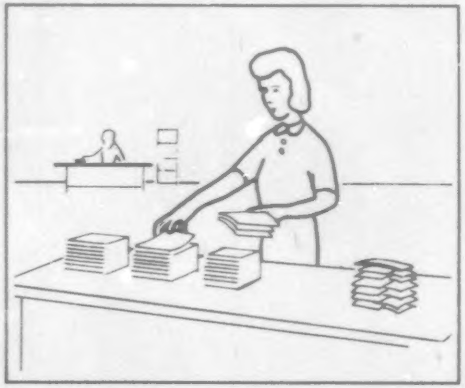

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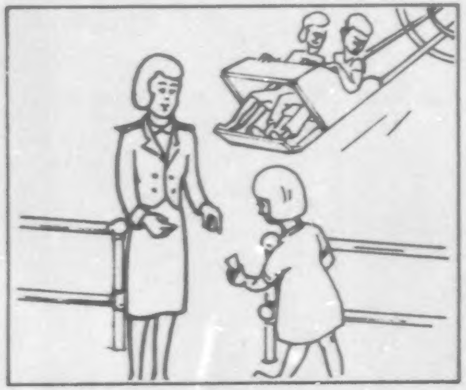

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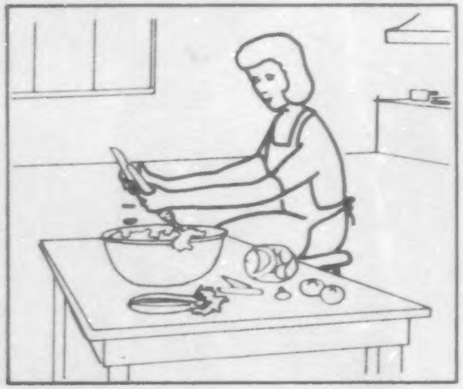

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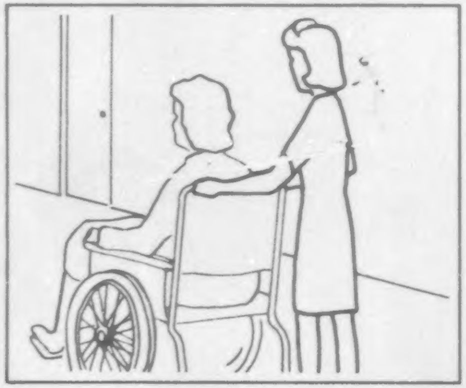

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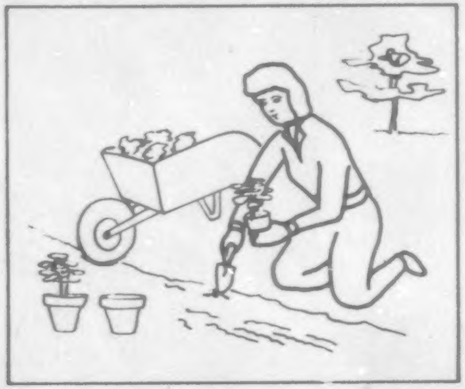
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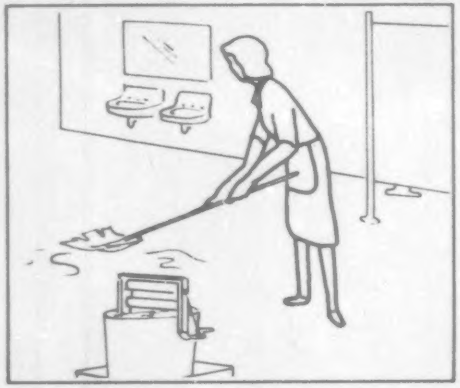
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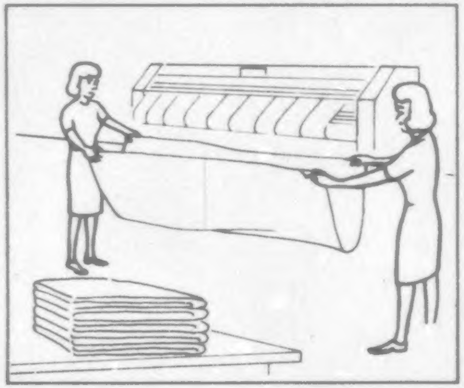
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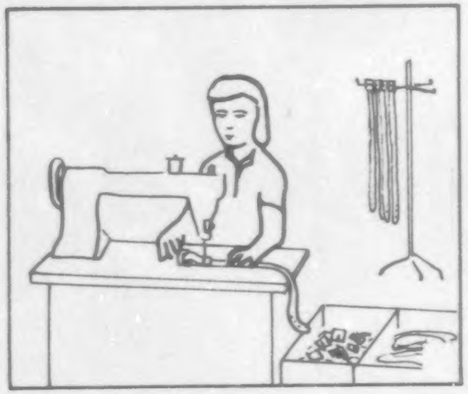
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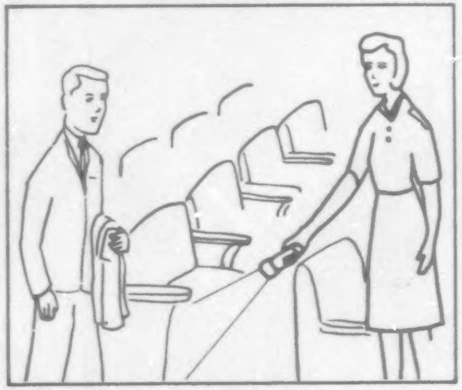
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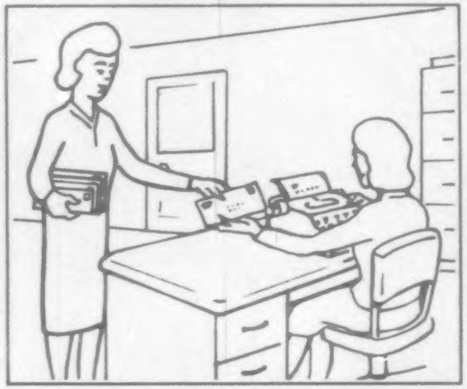
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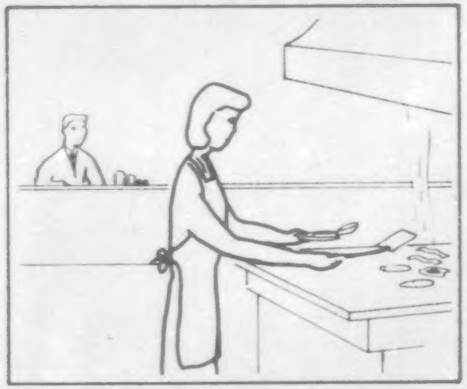

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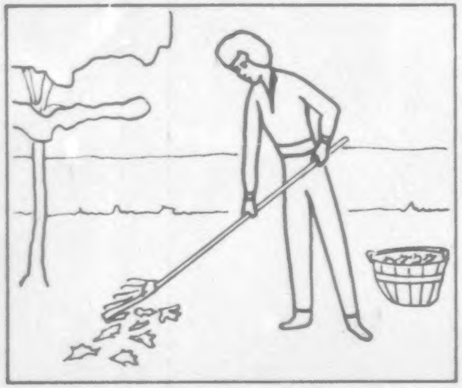

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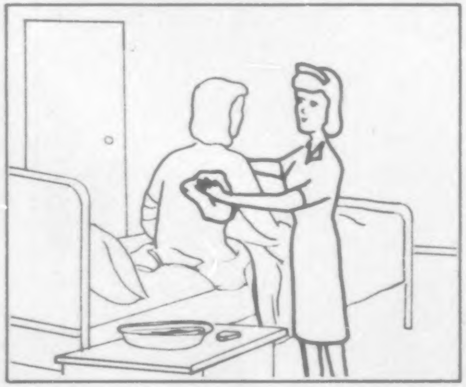

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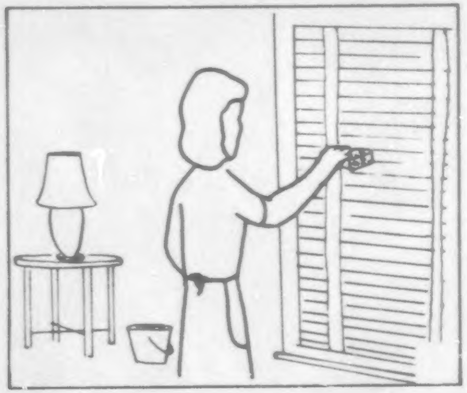

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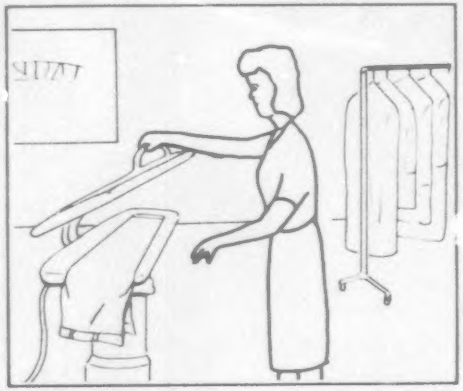

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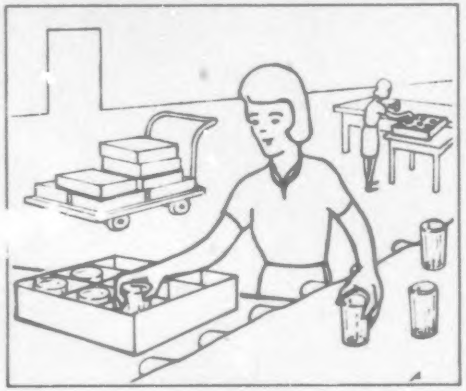

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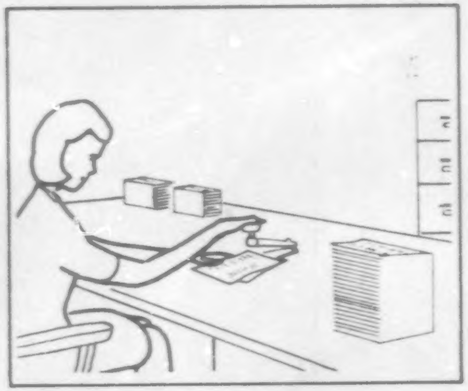
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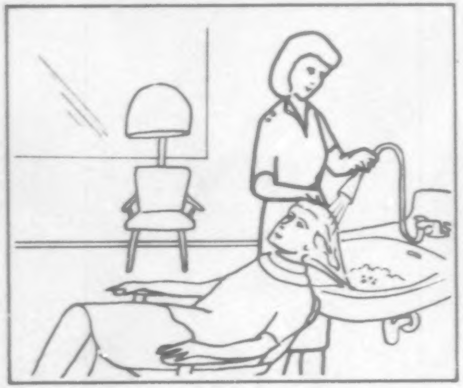
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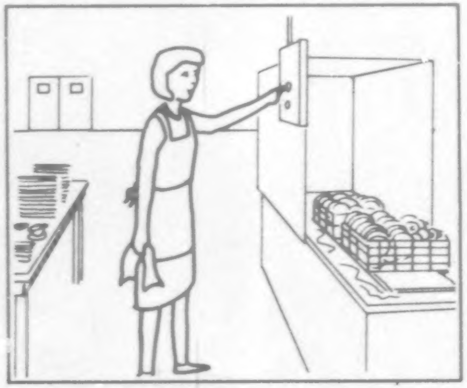
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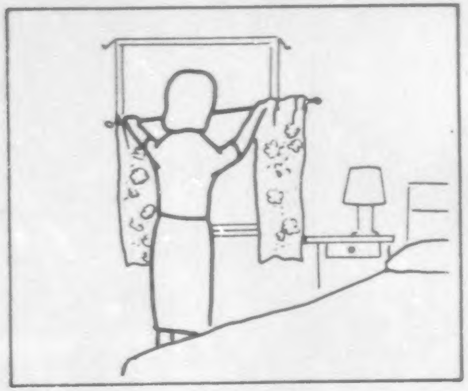
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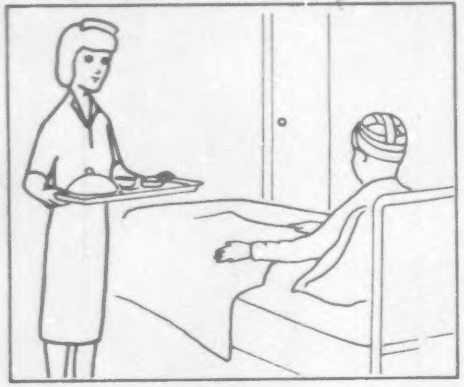
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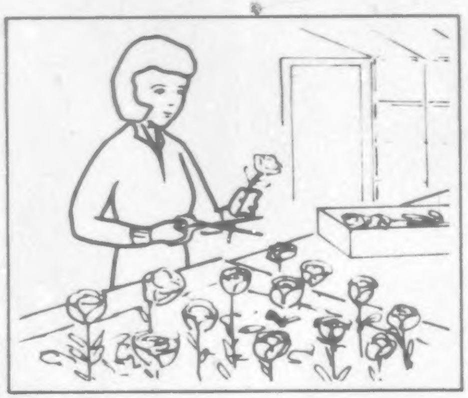
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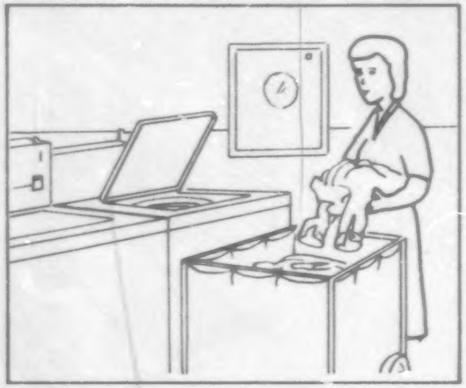
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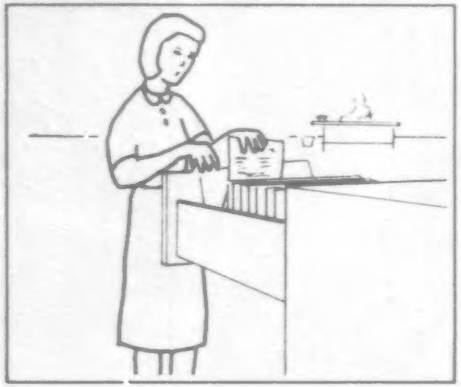
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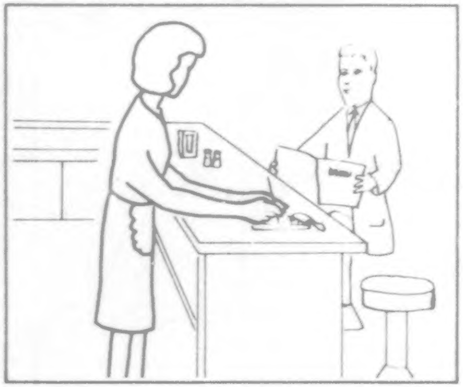
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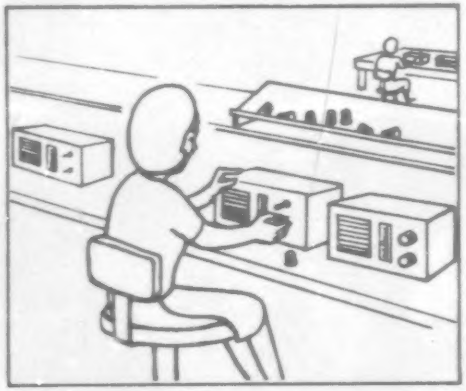
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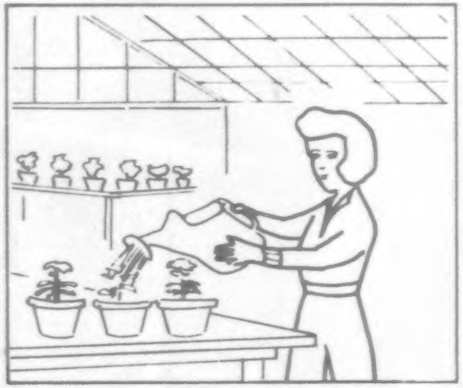
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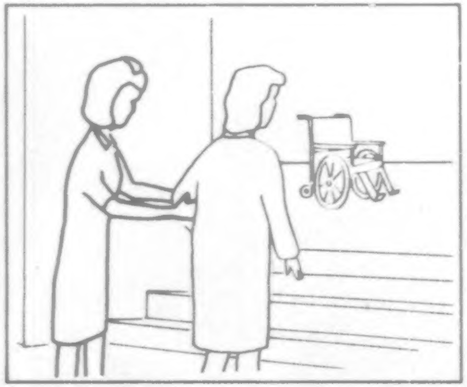
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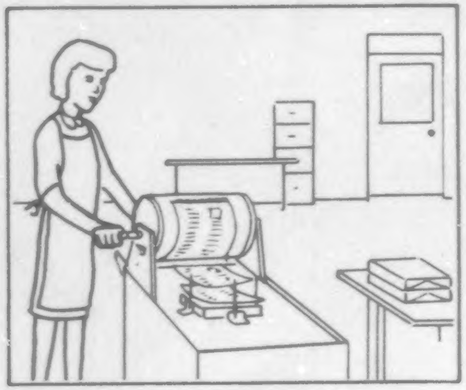

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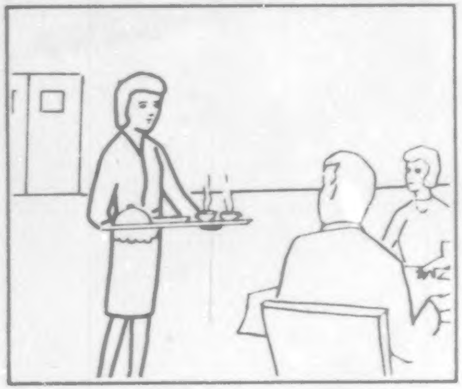

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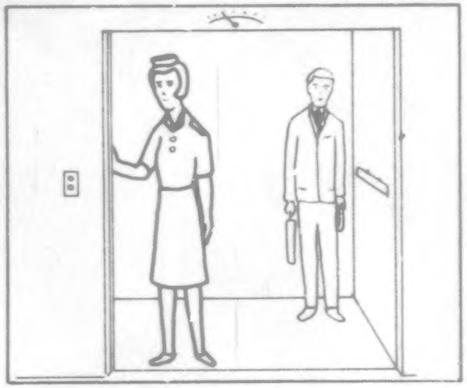

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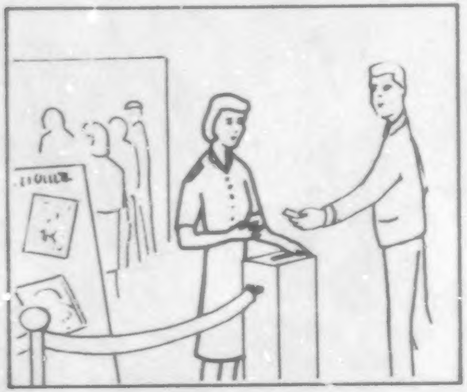

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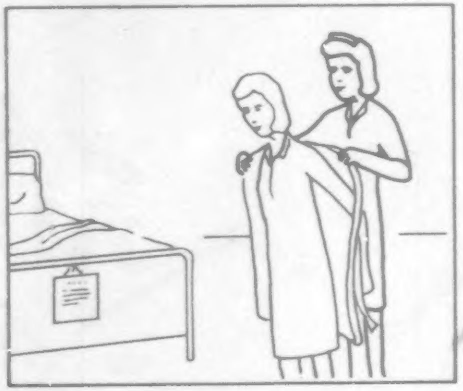

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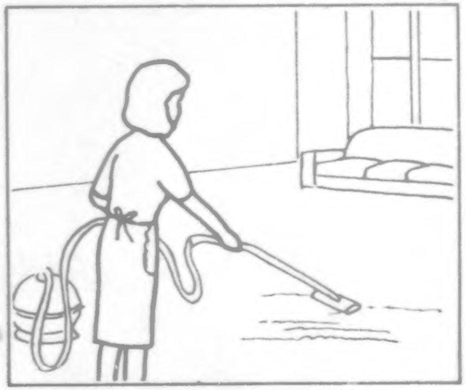

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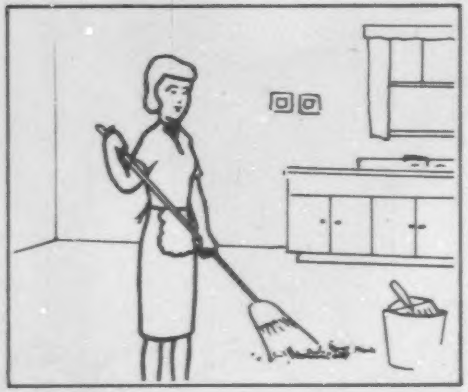
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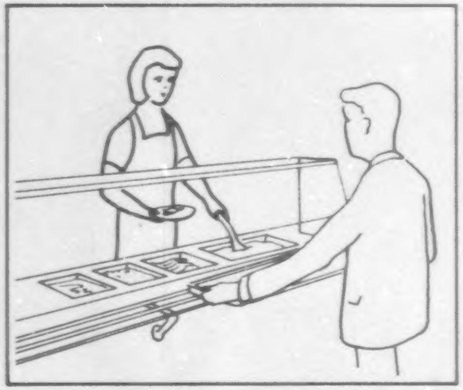
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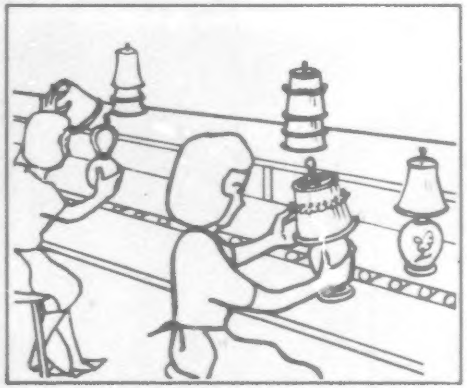
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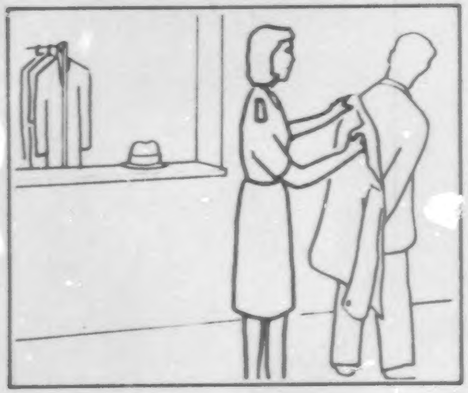
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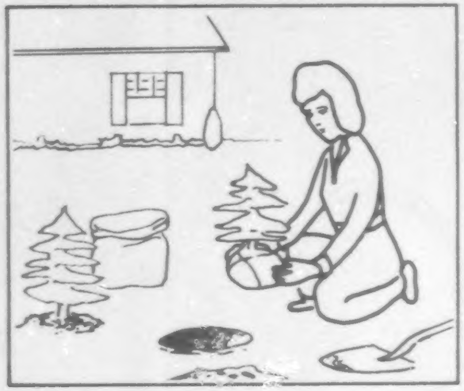
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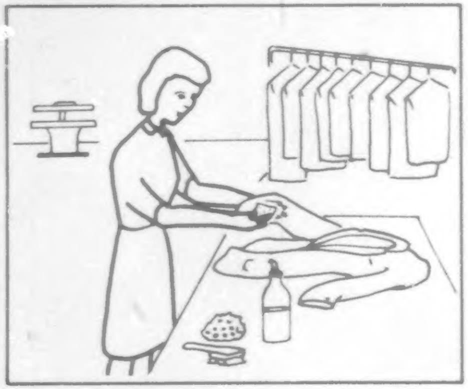
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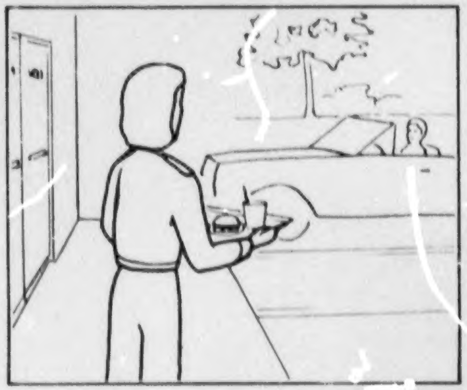

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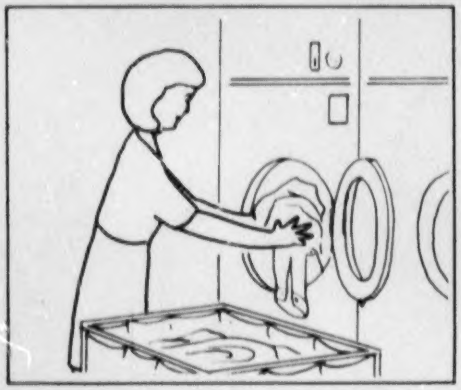

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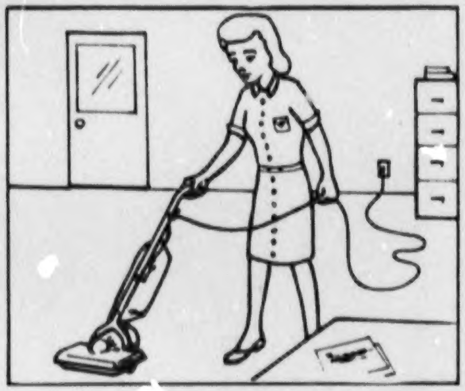

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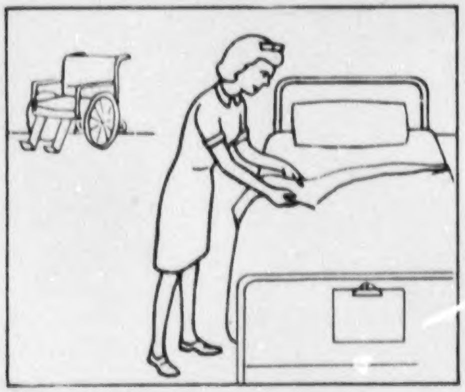

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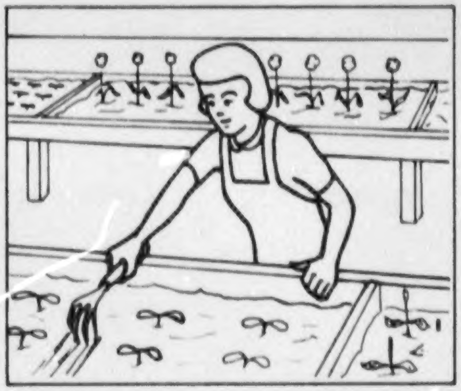

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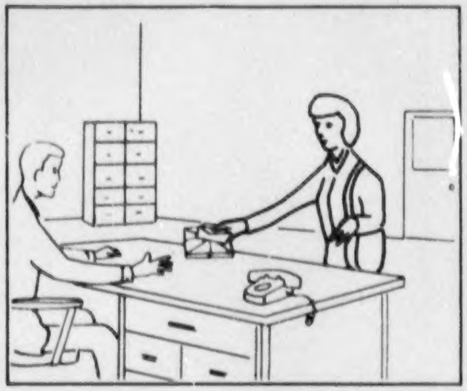

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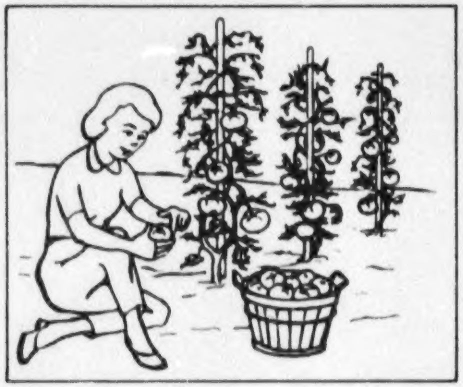

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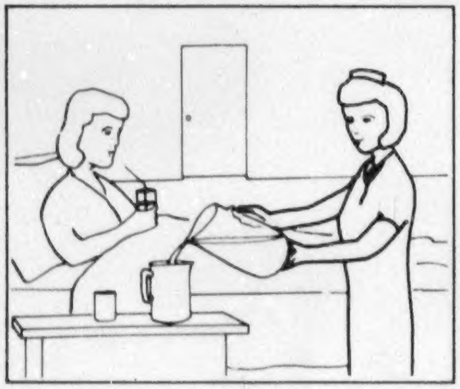

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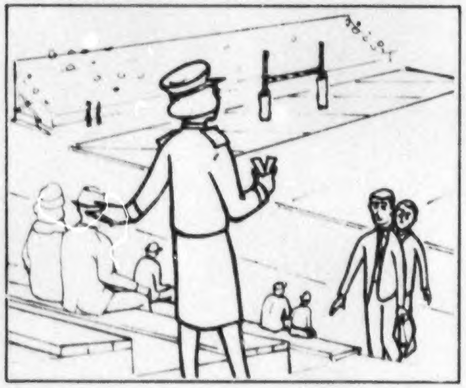

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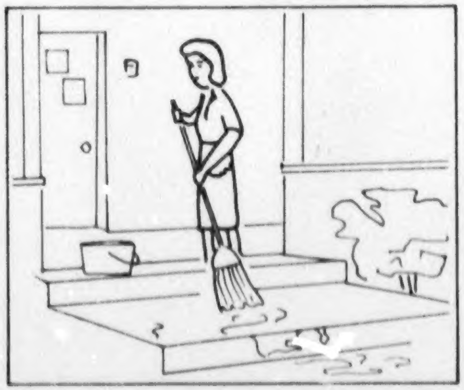

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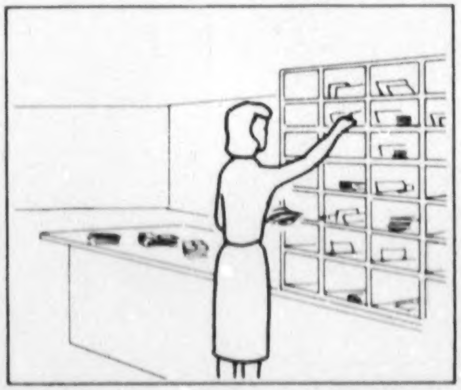

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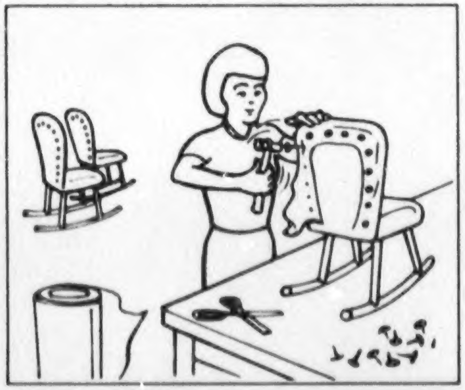

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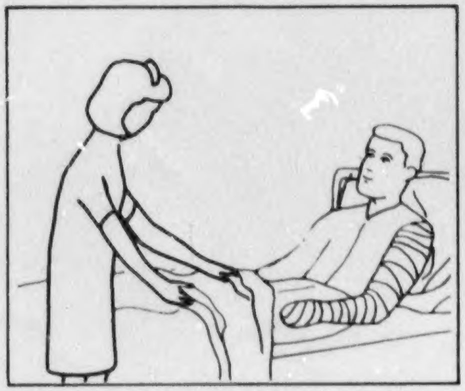

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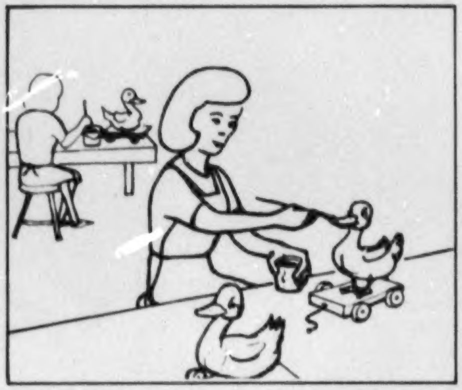

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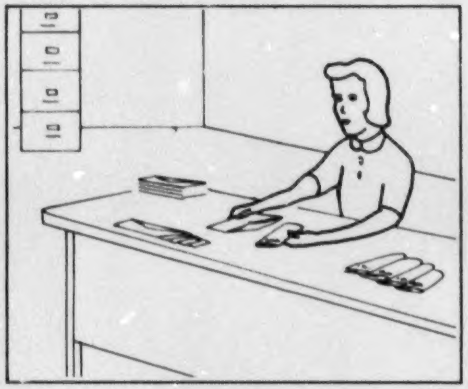

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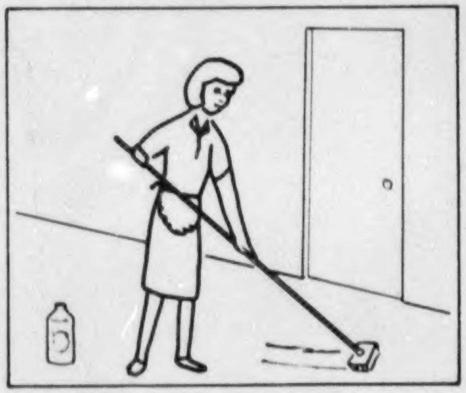

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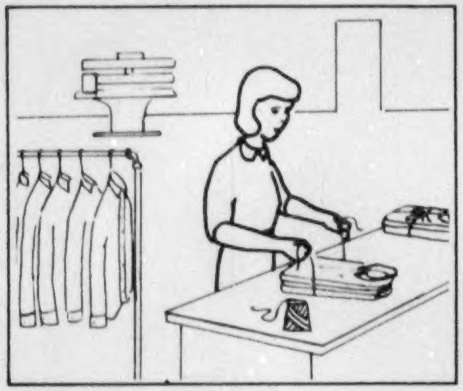

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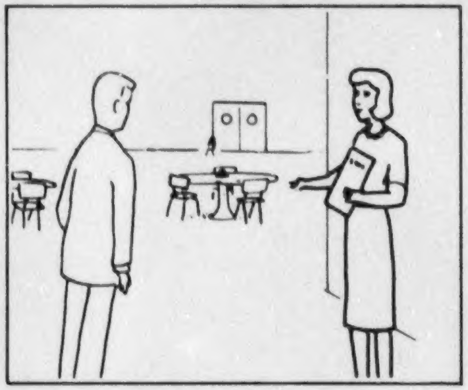

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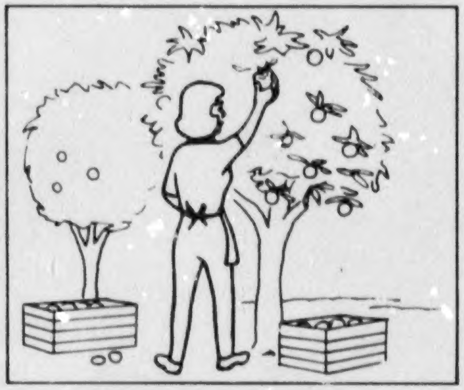

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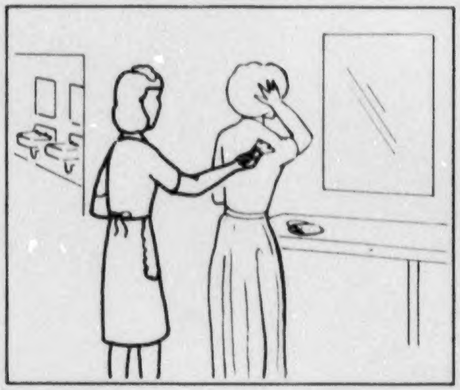

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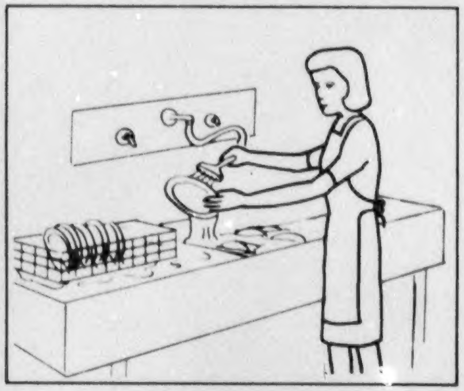

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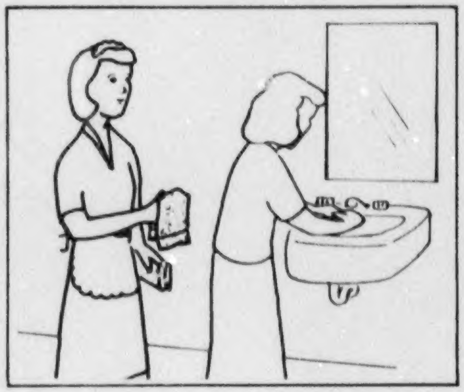

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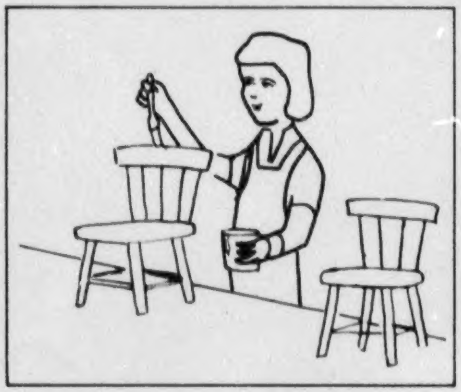

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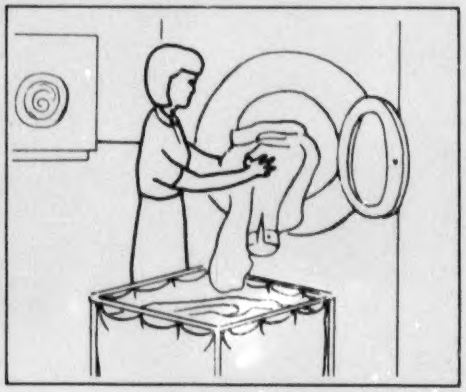

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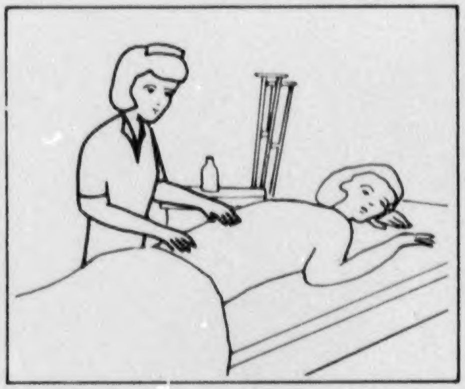
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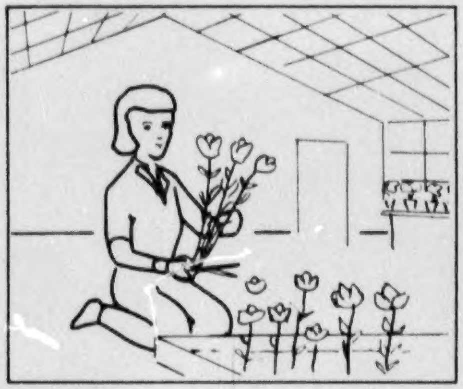
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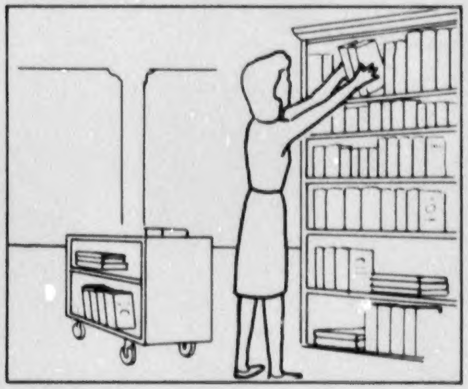
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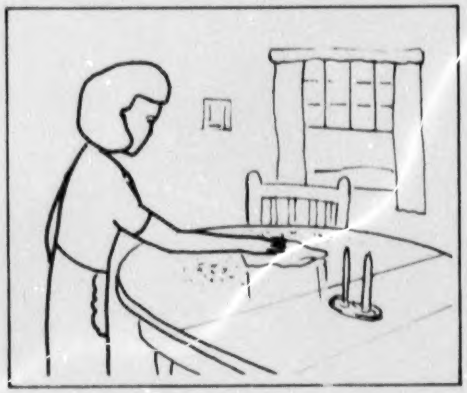
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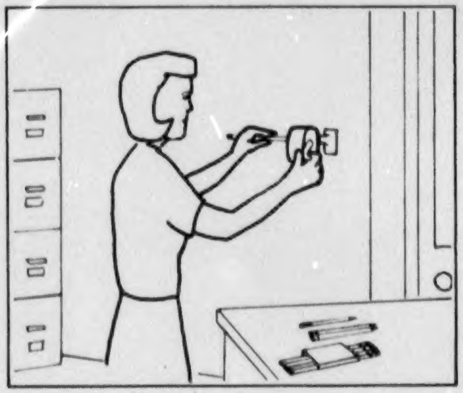
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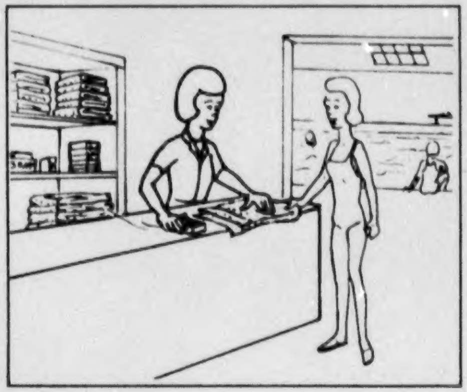
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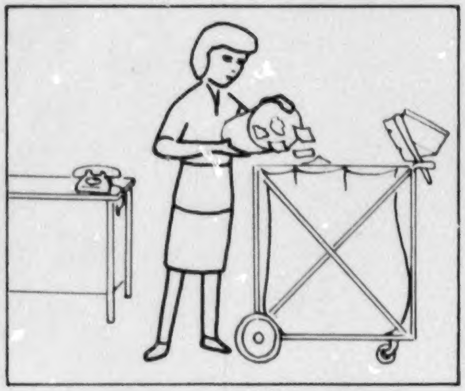
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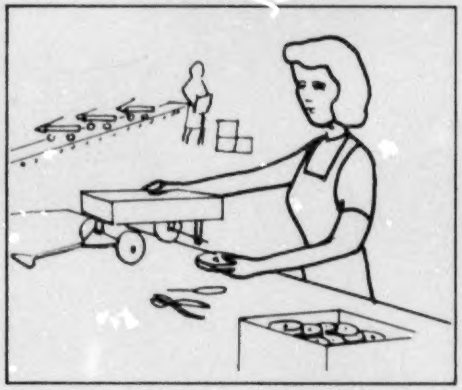
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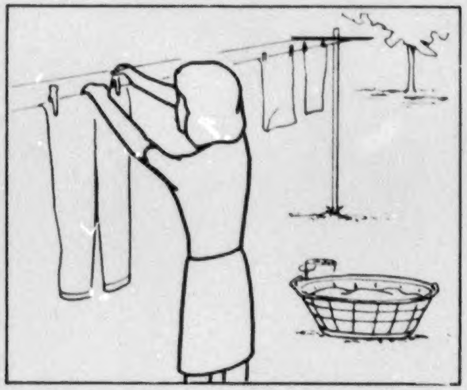
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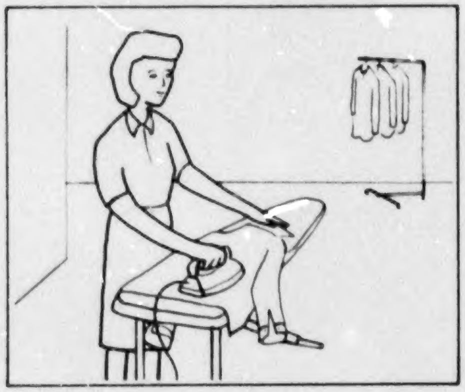
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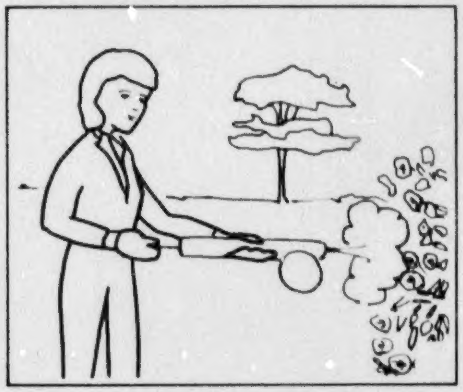
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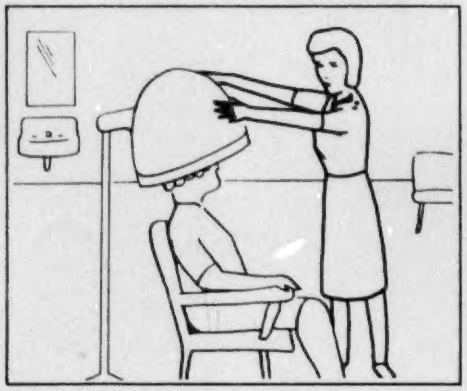
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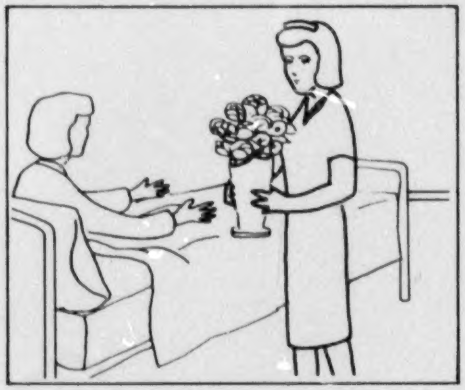
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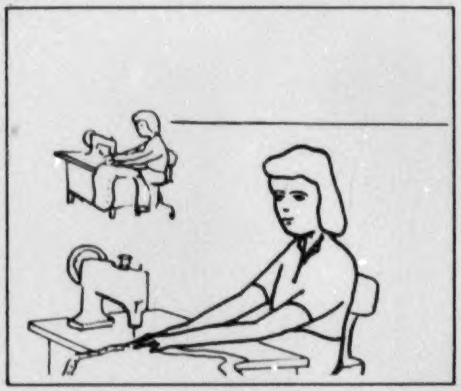
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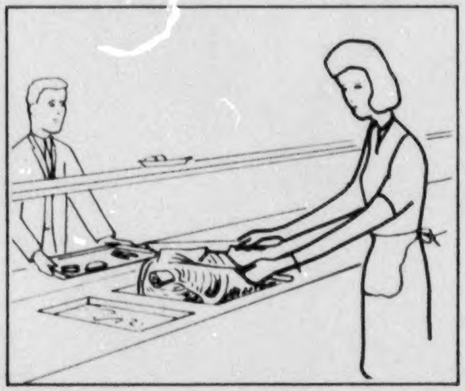
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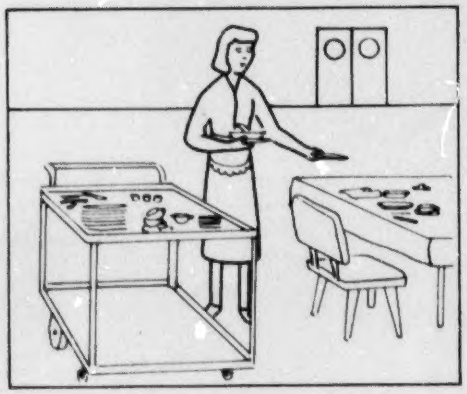
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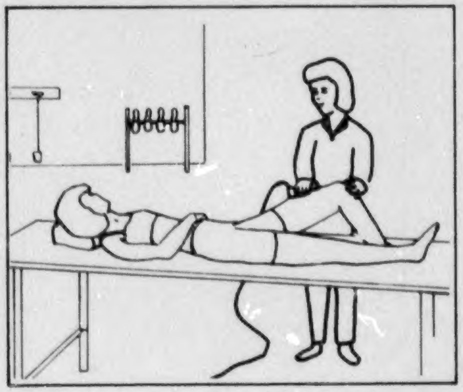
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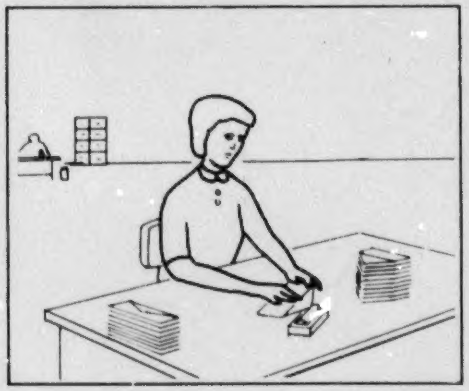
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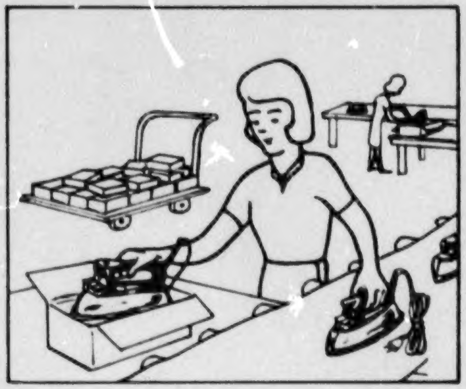
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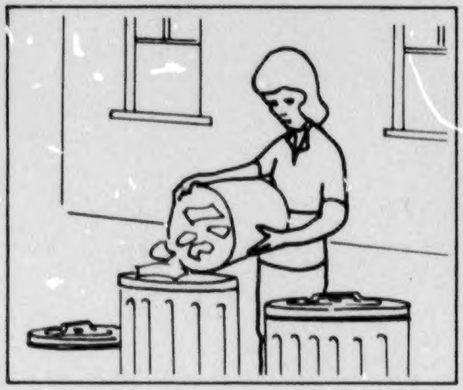
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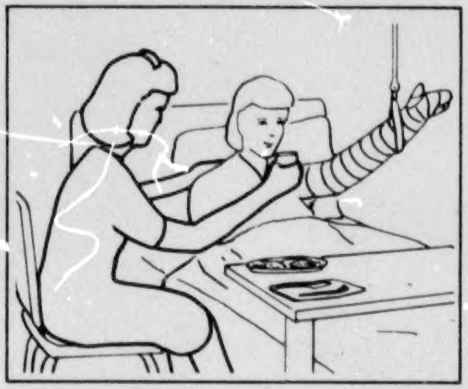
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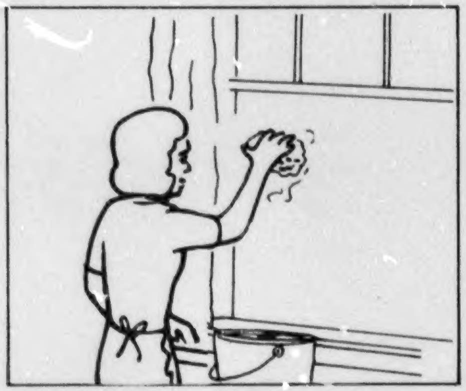
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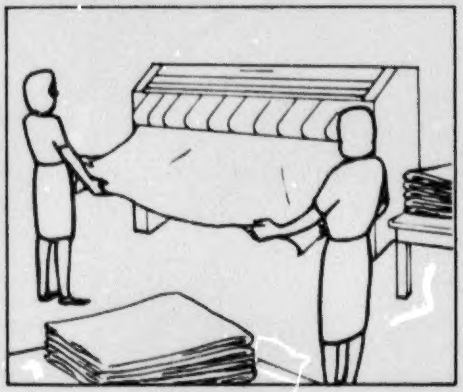
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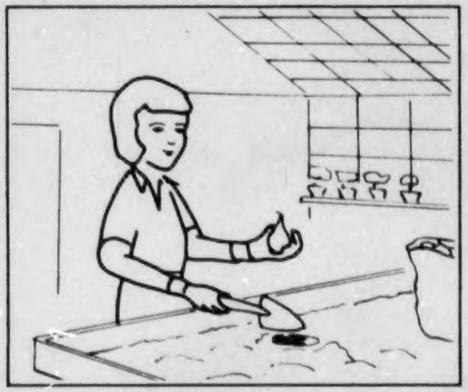
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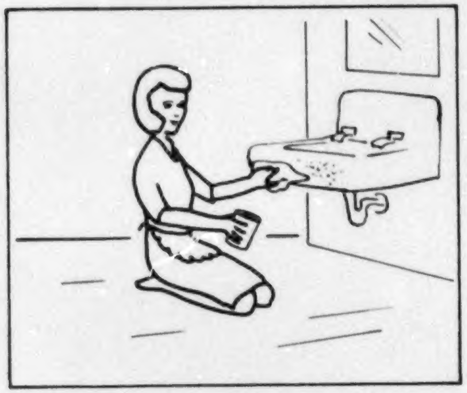

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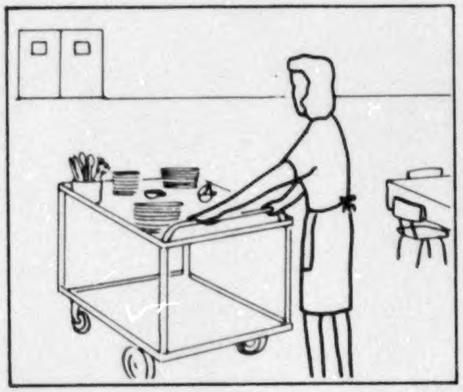

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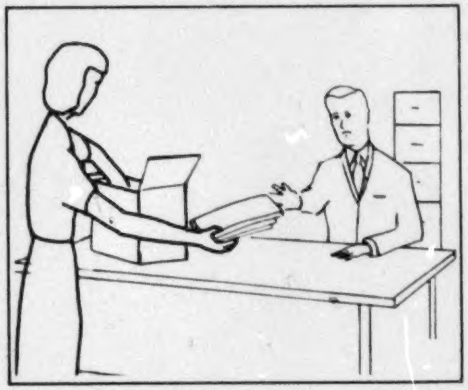

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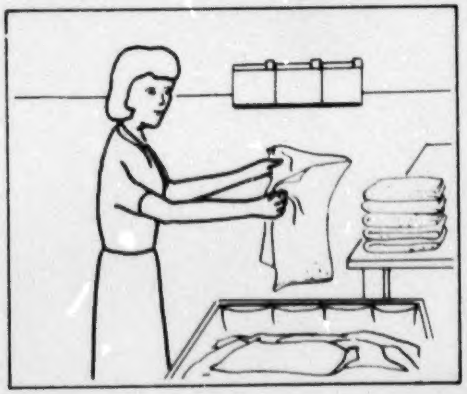

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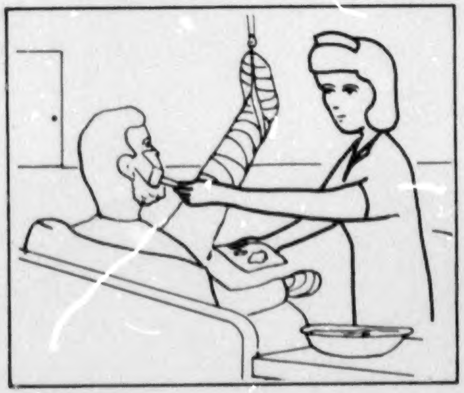

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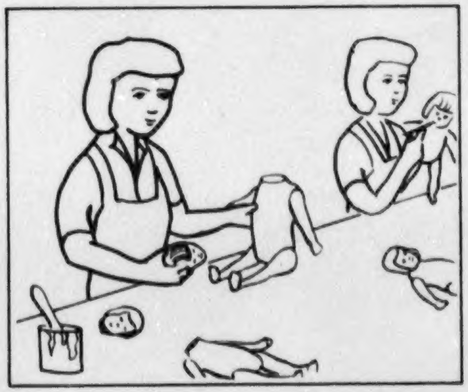

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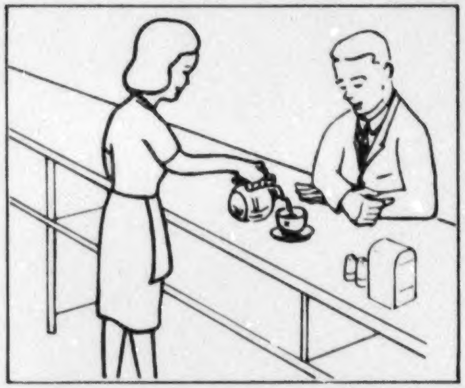

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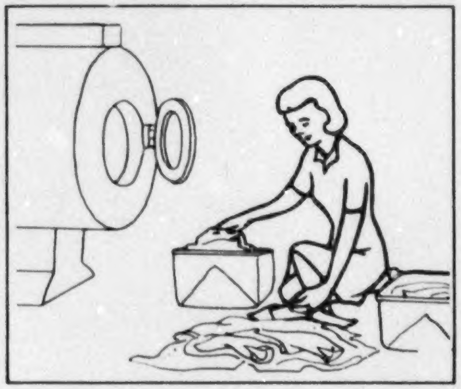

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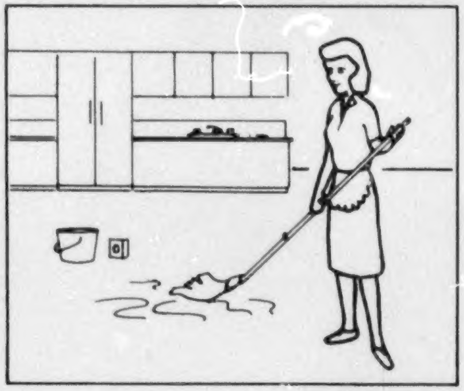

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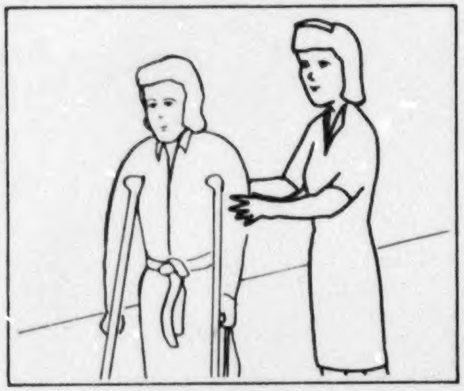

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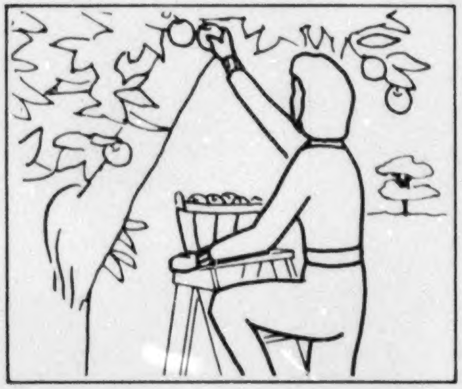

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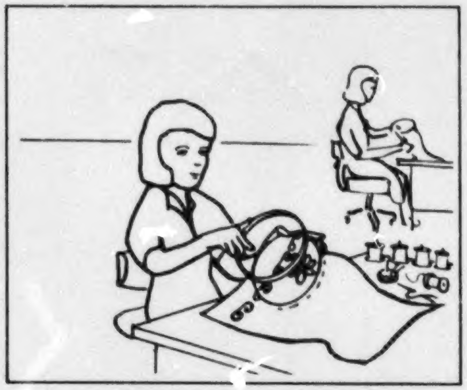

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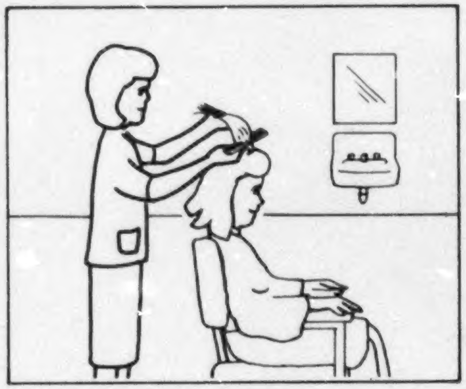
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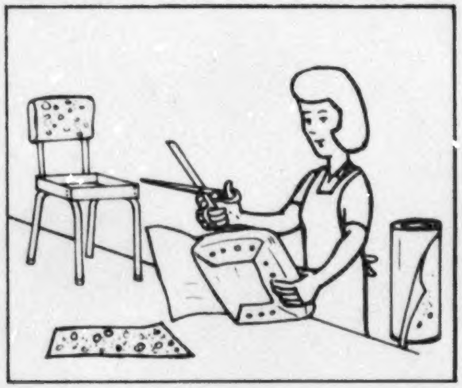
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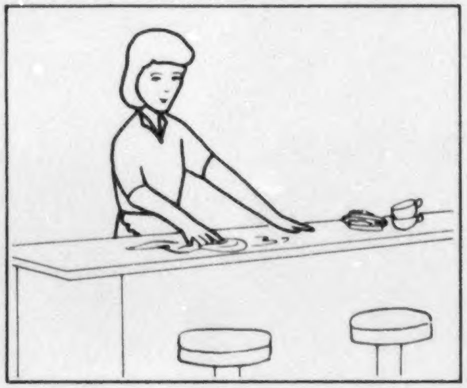
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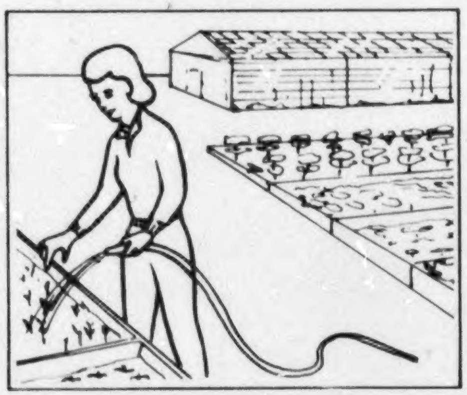
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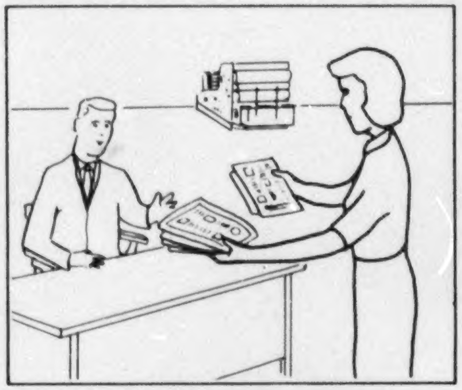
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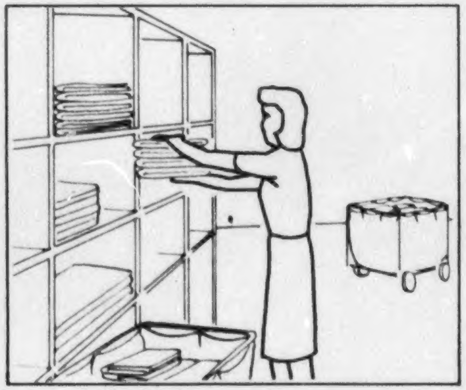
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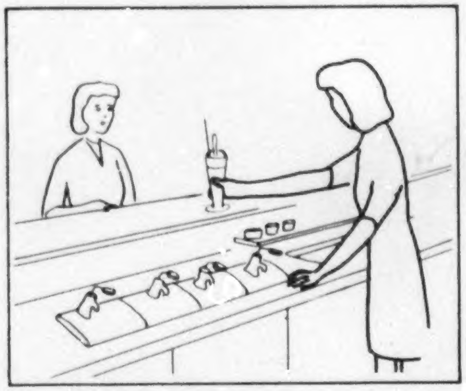

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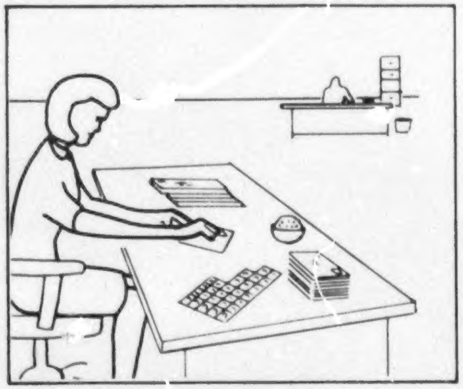

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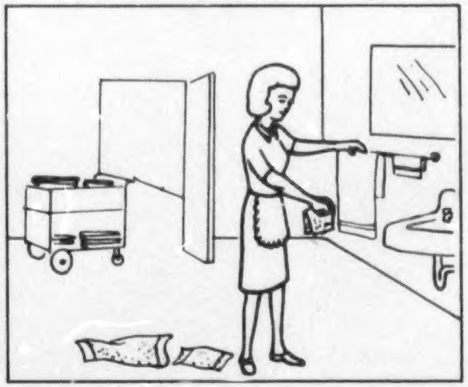

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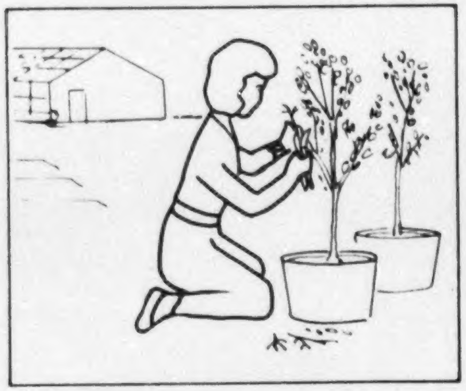

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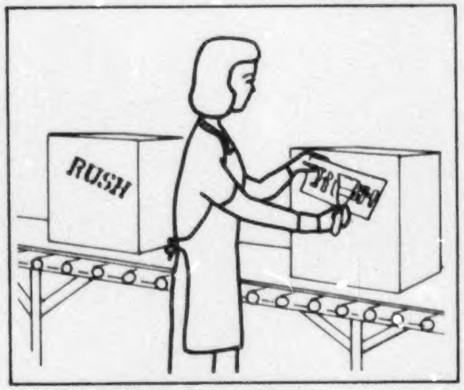

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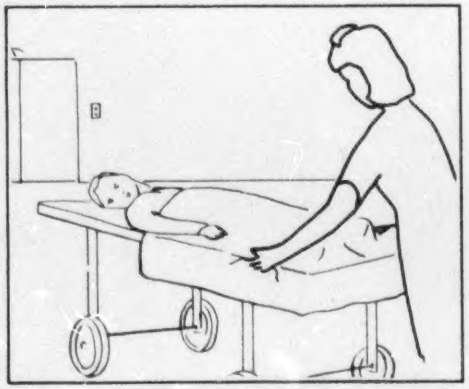

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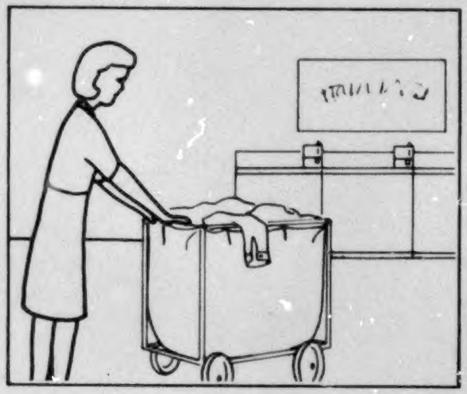

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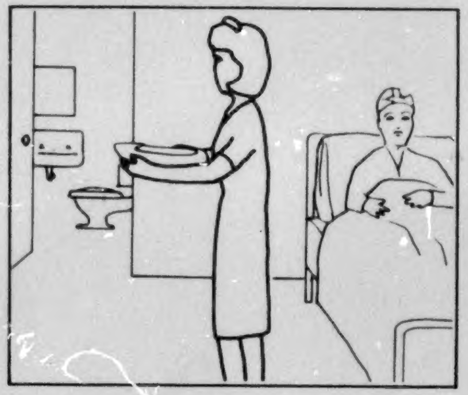

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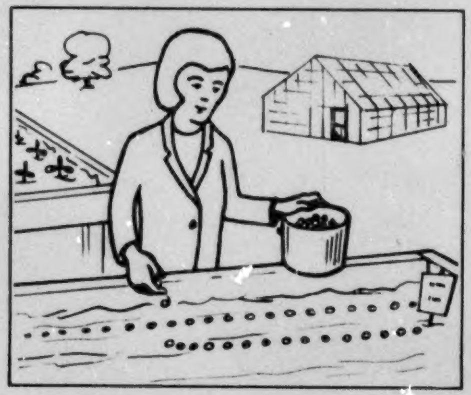

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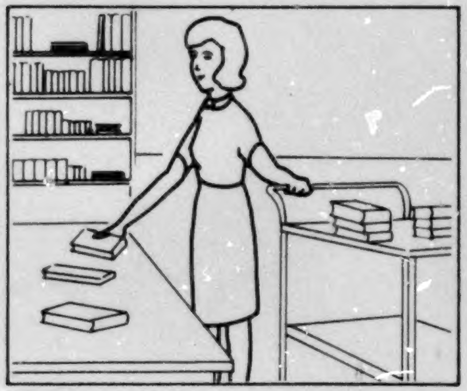

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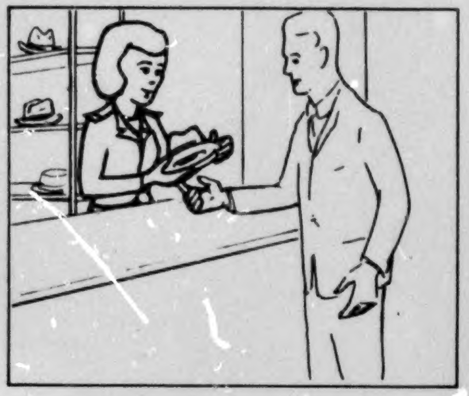

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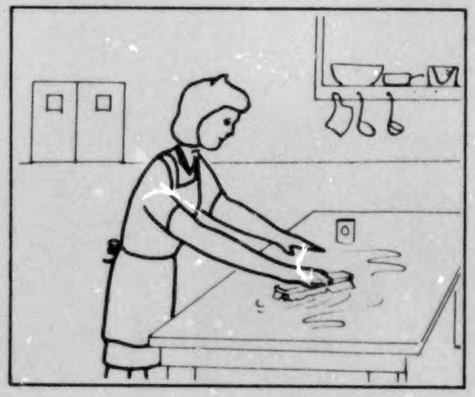

y

STOP

SCORE SHEET

	A	B	C	D	E	F	G	H
1	a	b	c					
2		d		d	e	f		
3	i		i				g	h
4		j	l	k				
5					m	o	n	
6	r	s						p
7			t	u	v			v
8	w					x	y	w
9	a		b		c			a
10		d		d		f	e	
11			g	i	h			
12		j		j		k		l
13		o		n	n			m
14	s			p			r	
15	u			t	t			v
16			y			w	x	
17				c		b	a	
18		f	e	e	d			d
19		h	i			g		h
20	k			l	l			j
21				n	o		m	
22	s	r		p				
23		v	v			t	u	
24		y	x	y				w
25	c	b						a
26	d			f			e	
27		h			i	g		
28			l	k	j			
29	m	m				o		n
30	r						s	p
31			v		u			t
32	w	y		x		x		
33	b				a			c
34	f	f				d	e	
35		h		g	i			
36	l		k				j	
37	o		n		m			o
38		r				s	p	
39	t			u	t	u	v	
40			w	x	y			
TOTAL								
	A	B	C	D	E	F	G	H

Raw Score

______ A
______ B
______ C
______ D
______ E
______ F
______ G
______ H

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AAMD-BECKER

READING-FREE VOCATIONAL INTEREST INVENTORY: FEMALE

Instructions for completing the Score Sheet and Profile Sheet may be found in the Manual of Directions

Ⓕ

INDIVIDUAL PROFILE SHEET

Ⓕ

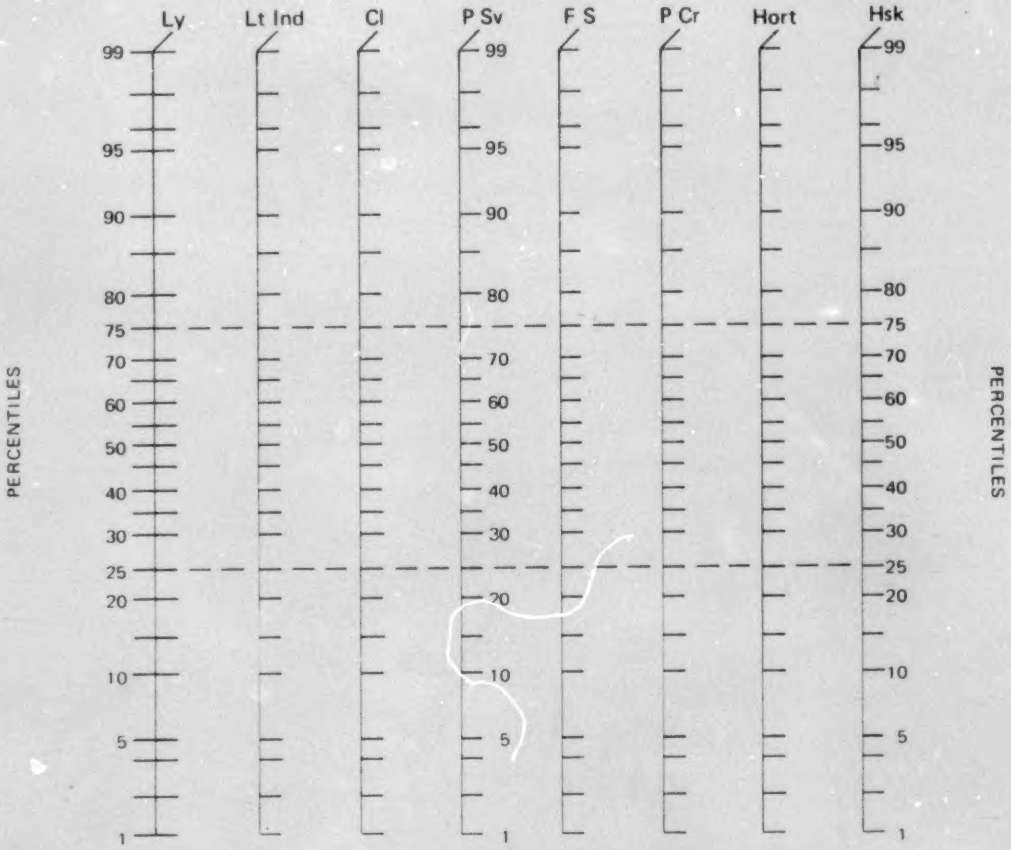
Last Name ______________________ First ______________________ Date ______________

Grade ______________ Age: __________ yrs. __________ mos. Date of Birth ______________

School ______________________ City ______________________ State ______________

Female Norms Used (circle): **Public School – Residential School – Composite**

Key Letter	Raw Score	T Score	Percentile
A			
B			
C			
D			
E			
F			
G			
H			

Interest Area	Symbol	Interest High	Interest Low
Laundry Service	Ly		
Light Industrial	Lt Ind		
Clerical	Cl		
Personal Service	P Sv		
Food Service	F S		
Patient Care	P Cr		
Horticulture	Hort		
Housekeeping	Hsk